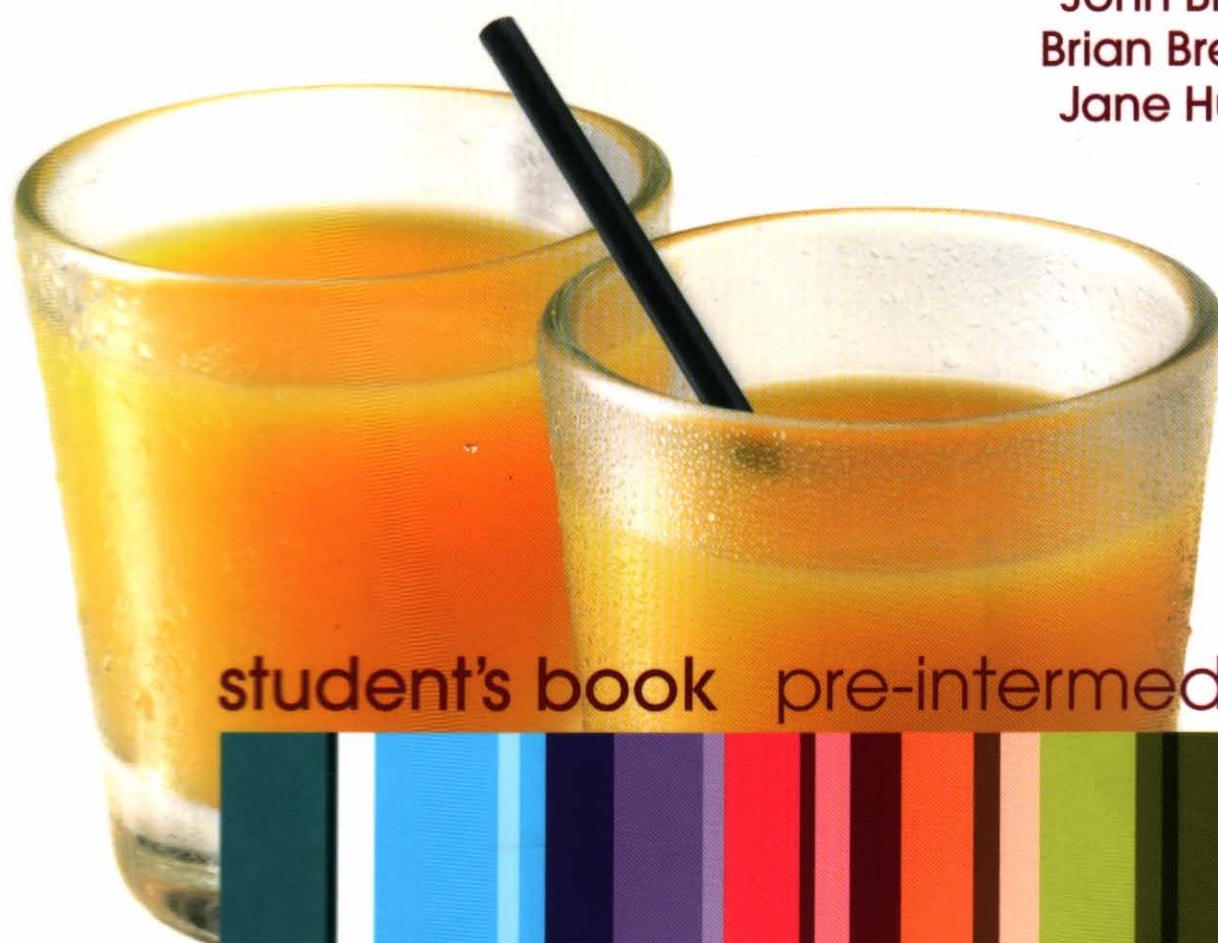


business one : one

Rachel Appleby
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student's book pre-intermediate



course syllabus

dealing with people

- 01 How to **say hello and goodbye** ○
- 02 How to **make offers** ○
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- 04 How to **check and clarify** ○
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How to say hello and goodbye

In this lesson you will learn language for meeting people and introducing them to others.

Starter

- 1 Look at the questions below. Which ones can you ask when you meet someone for the first time in English-speaking countries?
 - Where are you from?
 - What is your first name?
 - How old are you?
 - Do you have any children?
 - What is the weather like in your country now?
 - How much do you earn?
 - Are you married?
- 2 Can you ask all these questions when you meet someone for the first time in your country? Which questions are not OK?



Expressions

- 1 Design4all is running a training course in Cairo. The participants meet on Sunday night to get to know each other. They meet again to say goodbye at the end of the week. Look at the two conversations. Find six mistakes in each conversation.

Hey, Jenny! Good to see you again.

Jordi, hi. I didn't expect to see you here. How are you?

Thanks, fine. And you?

Not bad. Is Tim coming too?

No. He can't come.

That's a shame. Ah look, here's Asim. Hi there. Do you know each other? Jordi - this is Asim Khan. He's from Karachi.

Hi. Nice to meet you.

Nice to meet you too. When did you get to here?

About an hour ago. And you?

I came early today morning ... and this is Safina. She works here in Cairo. I'm sorry, what you did say your name was?

I'm Jordi. From Barcelona. Good to meet you. Jenny and I were on Gary's course in London last year. Have you met Gary?

No, not yet. But I've heard a lot about him.

Well, let me introduce you. He's just over there ...

Er ... Gary. Can I introduce you with Safina?

Hi, Safina. How are you? Ah yes - you did the online designs. It's nice to put a face to the name at last!

Pleased to meet you.

Do you like something to drink?

Thank you. Um, yes, an orange juice, please.

Speaking

- 1 You are at a conference. During the coffee break, you introduce a new contact (your teacher) to two colleagues. Later, you explain why you are leaving early. Role-play the conversations with your teacher.



"HAVE YOU MET RUTH?"

Writing

- 1 You receive an email from an international magazine, asking for information about what to do when you meet people in your country. Write an email in reply. Include:
 - how to greet people for the first time
 - how to greet members of the opposite sex
 - one or two greeting phrases from your language
 - what to do when saying goodbye
 - one or two phrases from your language to say goodbye
 - information on when people give gifts.

Hint

You can use **Good evening** when you want to say **Hello** at night.

You can use **Goodnight** when you want to say **Goodbye** at night.

I'm afraid it gets late. I really must go. The taxi's waiting outside.

OK. It was a great week, wasn't it?

Very good – especially the pyramids.

Yes. Don't forget to send me the photos.

No, I won't. Take care, Jenny. Bye.

Yes. Keep in touch and say hi to Tim from me.

Of course. See you, then, and goodbye, Safina.

Goodbye, Jordi. Have a good travel. It was great to meet you.

Bye, everyone!

So, Jenny, when you leave?

My flight is at six, so ... not for a while.

Well, please to visit us here again one day. Gary!

Safina, hi.

I just wanted to say ... Thanks everything. It was a great course.

Not at all. Thank you for telling us about the project. And are you in Dubai next month?

Yes, for the regional team meeting.

Well, I'll send you the schedule next week. See you then. All the best!

I'll look forward to seeing you again. Goodbye.

2 Listen to the conversations and check you found the six mistakes in each one.

3 Complete the sentences with the words used for meeting people.

1 Hi there! Do you know Carl who?

2 Jordi - This is Asim Khan.

3 It's nice to be able to put a face to the name at last!

4 I really must go. The taxi's waiting outside.

5 Take Care, Jenny. Bye!

6 Yes. Keep in touch. Say hi to Tim from me!

7 Of course. See you then and goodbye, Safina!

8 Well, I'll send you the schedule next week. See you then. All the best!

Language box

Some phrases always use the same form of the verb. There are three groups.

The full infinitive:

I expect to receive the report tomorrow.

The *-ing* form (the gerund):

Thank you for sending the information.

The bare infinitive (without *to*):

I really must go.

Notice that the full infinitive often follows some adjectives – *pleased, nice, good, etc.*

Pleased to meet you.

Nice to hear from you.

Look

Look again at listening script 1.1 on page 113. Find more examples of the infinitive and *-ing*.

Lesson record

3 new words from this lesson

1

2

3

3 useful phrases from this lesson

1

2

3

Things to remember

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How to make offers

02

In this lesson you will learn language for making, accepting, and refusing offers and suggestions.

Starter

- Match the words (1-6) with the definitions (a-f).
 - a negotiation
 - management
 - inflation
 - a union
 - a rise
 - bonus
 - an organization that represents employees
 - a meeting to find an agreement
 - the people who run a company
 - when something goes up
 - when the prices in a country go up
 - extra money given occasionally to workers
- Are you a member of a union? Why? Why not?

Expressions

- Listen to a negotiation between a union and the management of a company in Ireland. Write down:

- the inflation rate _____
- what the union want _____
- what the management offers _____



Speaking

- Make suggestions for the situations below to your teacher. Try to make more than one suggestion.
 - You and your colleagues cannot use the room that is reserved for a meeting. Your office is free.
 - You are in a meeting that has been going on for three hours. You can see that people need a break.
 - Your company needs an interpreter for a dinner with a VIP guest from your country.
 - A colleague has to get to the airport to fly home, but there are no taxis or public transport at the moment.
 - A meeting has come to the point where your knowledge is needed.

Language box

To make a suggestion or an offer, we can use:

- Let's start now.
- Shall I start?
- Why don't you start?
- How about starting now?
- What about starting now?
- I'll start, if you like.
- Would you like me to start?

Hint

Be careful with **salary**, **wages**, and **pay**.

salary: the fixed amount of money you get every month

wages: usually not a fixed amount of money, paid by the hour

pay: a general word for the money you get for your work

2 Listen again. Complete the sentences with the words used for making offers and suggestions.

1 But anyway, _____ what the union has to say.

2 _____ start, Pat?

3 Yes, _____ ?

4 And _____ a bonus?

5 Pat, Maureen, _____ a pay rise the same as inflation.

22 • 3 Now listen to the second part of the conversation. Complete the sentences with the words used for reacting to offers.

1 There's _____ we can pay 5.2%.

2 Sorry Josie, _____ just one payment here?

3 Hmm, _____.

4 I think _____.

5 We'll _____ your offer.

Writing

1 Write an answer to the email below. Try to use words and phrases from **Expressions** and the **Language box**.

Subject: Holiday in your country

Dear Nikos,

Excuse this email – I don't know if you remember me. We met at the meeting in Seoul last month. I'm coming to visit your country soon, for the first time. It will be a short holiday – just for ten days. Could you suggest what to see or do?

Thank you very much for your help.

Jin

To react to an offer or a suggestion, some of the expressions we can use are:

There's no way we'd accept that.
(= this is a very direct *no*)

Do you mean Wednesday or Thursday?
(= asking for clarification)

That's not a bad idea.
(= positive, but careful, reaction)

I think it's a great idea.
(= enthusiastic reaction)

Look

Look again at listening script 2.1 on page 113. Find more examples of suggestions, offers, and reacting to suggestions and offers.

Lesson record

3 new words
from this lesson

1

2

3

3 useful phrases
from this lesson

1

2

3

Things to remember

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How to offer help

In this lesson you will learn language for offering to help someone.

Starter

- 1 Have you ever been to a trade fair? Tell your teacher about it.
- 2 Find these words in the picture: *stand, poster, visitor, exhibitor, brochure, box.*



Expressions

- 1 Fran and John work for a travel guide publisher. They have a stand at a trade fair in London. Read the sentences below, and then listen to four short dialogues. Correct the information in the sentences. One of the sentences is already correct.
 - 1 Fran cannot find the books on Australia.
 - 2 Fran thinks there is space in the car for everything.
 - 3 Fran has made a mistake with her T-shirt.
 - 4 Fran does not want to go to the pub.
- 2 Now listen again. At each stage John is trying to help Fran. Does she accept his help?

Stage	Does Fran accept help?
1 In the office	
2 At the car	
3 Setting up the stand	
4 The end of the trade fair	

Speaking

- 1 A colleague from New York will be working in your department for three months. Your manager wants you to show them round this afternoon. Look at the list below. Is there anything else they need to see or know?
 - members of staff
 - departments / offices
 - meeting rooms
 - where to get help (IT, stationery, etc.)
 - contact information for important clients
 - kitchen (tea, coffee)
 - lunch places
- 2 Decide on the order in which you want to do these things. Then tell your plans to your colleague (your teacher).

Language box

When offering help, there may be several things to do. To order activities, we can use the following phrases:

First / Firstly / First of all, ...
 Then / Next / Afterwards / After that, ...
 Finally / At the end, ...
 First of all, copy the file you want to the desktop. Then put the blank CD into the computer. After that, open the burner program. Then follow the instructions on the screen. Finally, check that the new CD works.

Hint

A **freebie** is something you get for nothing.
Freebies is a word which is often used to talk about promotional gifts which companies give away, e.g. pens, T-shirts.

3 Put the words from the dialogues in the correct order. Then listen again to check your answers.

- 1 want / help / you / do / some?
- 2 them / just / I'll / get.
- 3 help / me / let.
- 4 me / to / it / leave.
- 5 OK / doing / you / are?
- 6 want / hand / you / do / a?
- 7 can / how / help / I?
- 8 get / for / one / shall / you / I?



Writing

1 You have received the email below. Write a reply to say how you can help with:

- publicity (send out emails about the conference, put up posters)
- speakers (contact people, suggest topics for talks)
- brochures (help with contents)
- boxes
- the stand.

✉
Subject: Annual conference: help, please!

Hi,

As you know, we have to present our new walkwear range at the Outdoor Leisure Show in January. If you can help in any way – publicity, speakers, etc., please let me know ASAP!

Thanks,

Ed

When talking about your own list of things to do, these phrases are usually followed by *I'll* ...:

First, I'll check my emails, and then I'll make some coffee. After that I'll write up the report, and finally, when it's finished, I'll send it to head office.

Look

Look again at listening script 3.1 on pages 113–114. Find more examples of offers and using *will* for a list of things to do.

Lesson record

3 new words from this lesson 3 useful phrases from this lesson

- | | |
|---------|---------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |

Things to remember

How to check and clarify

04

In this lesson you will learn language for checking and clarifying information.

Starter

- 1 Do you have a good memory or do you sometimes forget things? Do you use any of these things to help you remember?
 - a diary
 - a PDA (Personal Digital Assistant)
 - Post-it notes
 - a computer program
 - a mobile phone
- 2 How do you organize a typical day at work?



Expressions

- 1 Read the email that Dave Jones received from his manager. What does Dave have to do? What does *clarify* mean?



- 2 Now listen to the phone conversation and complete Dave's notes.

Apeldoorn Hotel - Angela Ferrer			
Room:	- can take	people	Cost
Coffee break:		per person	
Lunch:		per person	
Projector / screen:	yes / no		
Email for reservations:			



"I'M SORRY BUT I THOUGHT IT WAS GOLF FIRST AND THEN THE MEETING."

Speaking

- 1 Role-play the conversation between Dave Jones and Angela. Use the notes from **Expressions 1** and the information in the **Language box** to help you. Make sure that you check all your information.
- 2 Dave tells his boss about the details of the meeting in Amsterdam. Role-play the conversation. Your teacher will be Dave. You are the boss. You need to check:
 - the room
 - the dates
 - the costs
 - Angela's contact details.

Hint

Notice how these verbs are used:

Could you **repeat** me the question, please?

Could you **confirm** me the time of the meeting?

Can you **reserve** me a table for four people, please?

- 3 The following sentences are all used to check or clarify information. Complete sentences 1–8 with the words below.

do please other whole
that the it just

- 1 Could you _____ spell your company name for me, please?
 - 2 Excuse me, was _____ thirteen or thirty?
 - 3 Do you need the room for the _____ day?
 - 4 Does that include tax, and all _____ costs?
 - 5 _____ you mean a projector for transparencies or for a computer?
 - 6 Sorry, could you repeat that, _____?
 - 7 Yes, I'll spell _____ for you if you like.
 - 8 When can you confirm _____ reservation, please?
- 4 Listen to 4.1 again to check your answers.

Writing

- 1 Write a question to check the information in sentences 1–9.

Example: The meeting starts at three o'clock.

Sorry. What time did you say?

Did you say two o'clock or three o'clock?

- 1 Can we meet next Wednesday instead?
- 2 I visit our clients in Manchester every four weeks.
- 3 It takes about five days to deliver to Holland.
- 4 Mr Petrovich is speaking at the conference.
- 5 Our new offices are about fifteen kilometres from the airport.
- 6 She decided to buy the biggest one.
- 7 The manager is going to Tokyo next week.
- 8 The new price is €125.
- 9 We didn't buy it because it was too expensive.

Look

Look again at listening script 4.1 on page 114. Find more examples of questions for checking information.

Language box

You can clarify things you do not hear or understand with a general question:

I'm sorry. What did you say?

If you want more specific clarification, use a different question word:

I'm sorry, what time did you say?

I'm sorry, how much did you say?

Excuse me, where did you say?

Another useful way to check information is simply to ask *Did you say?* and to repeat the information.

Did you say three o'clock?

Did you say twenty-five people?

Lesson record

3 new words 3 useful phrases
from this lesson from this lesson

- | | |
|---------|---------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |

Things to remember

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How to start small talk

In this lesson you will learn language for starting conversations with people you have not met before.

Starter

- 1 Look at the conversation topics. Do you talk about these topics in your country?
 - the weather
 - a typical day in my job
 - the people I live with
 - my journey to work
- 2 Choose a topic. Talk about it for a minute.



Expressions

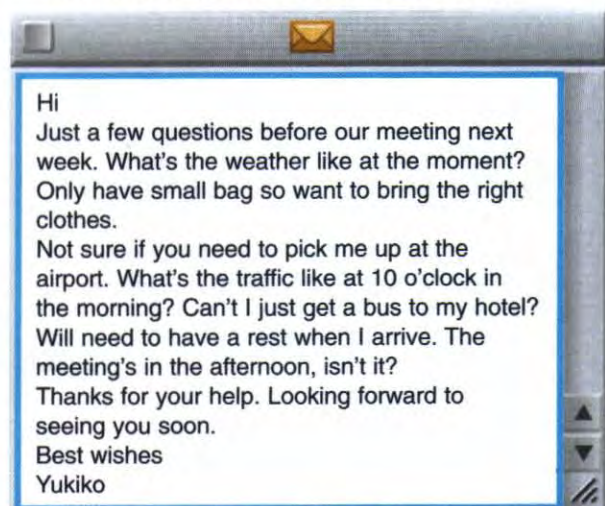


Speaking

- 1 Role-play the following situations. Try to use language from **Expressions** and the **Language box**.
 - 1 You arrive in Sydney, Australia for a meeting. Your colleague, Bruce Higgins, is picking you up from the airport. Your teacher, as Bruce Higgins, will start. See how long you can continue the conversation.
 - 2 You are picking up a colleague, Yasmin Hussein, from her hotel. You want to make her feel comfortable, so start making small talk with her. Your teacher is Yasmin Hussein. See how long you can continue the conversation.

Writing

- 1 Read the email from a colleague who is going to visit your office. Write a suitable reply.



Hint

Use the question **What is / are ... like?** in small talk.
What's the traffic like in Tokyo?
 It's terrible, especially in the rush hour.
What are the houses like in Rio?
 People live in flats, mostly.

- 1 The picture shows Danilo da Sousa meeting Yukiko Tomioka at Rio de Janeiro International airport. Match Yukiko's comments (a-f) with Danilo's comments in the picture (1-6).

- a Yes, please. I'd like to have a rest.
- b It's a lovely day, isn't it?
- c Yes. We were delayed for an hour in Tokyo.
- d Well, it wasn't too bad.
- e It's terrible, especially in the rush hour.
- f The hotel isn't far, is it?

- 2 Write the expressions in the correct place under the three headings on the right.

- People work very long hours here, don't they?
- It was raining hard.
- What do people wear to work?
- It's very windy, isn't it?
- It took us two hours to get here.
- It snows a lot here, doesn't it?
- The plane was delayed for an hour.
- Nobody studies languages where I come from.
- How was your flight?
- Most people live in flats in the centre.
- Was someone waiting for you when you arrived?
- Is it always so hot here?

Talking about your journey

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Talking about the weather

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Talking about your country

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Language box

We use question tags at the end of a sentence to check information or make small talk. If the sentence is positive, the tag is negative:

It's a long flight, isn't it?

You were late, weren't you?

If the sentence is negative, the tag is positive:

Your bags aren't heavy, are they?

The plane wasn't full, was it?

We can also form question tags with *can*, *have*, and *will*:

He can't drive, can he?

She's got a dog, hasn't she?

They'll give us lunch, won't they?

Look

Look again at **Expressions**. Find more examples of question tags.

Lesson record

3 new words
from this lesson

- 1
- 2
- 3

3 useful phrases
from this lesson

- 1
- 2
- 3

Things to remember

-
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-
-
-

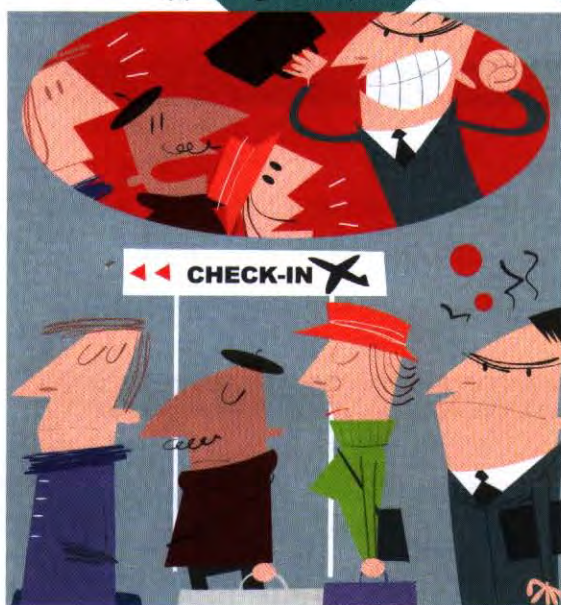
How to describe an event

06

In this lesson you will learn language for explaining something that happened to you.

Starter

- 1 What is happening in the picture?



- 6.1 • 2 Listen to this conversation in an office. What are they talking about?

Expressions

- 6.2 • 1 Mark, Gina, and Simon are talking during a coffee break at their office in New York. Listen and answer the questions.
- 1 Why was Simon in London?
 - 2 What was the problem at Heathrow Airport?
 - 3 What did the airline staff ask the passengers?
 - 4 What did Simon say?
- 6.3 • 2 Listen to the final part of the conversation. Put the questions in the correct order and answer them.
- 1 second / he / did / what / say / time / the?
 - 2 the / staff / to / proposal / did / his / airline / agree?
 - 3 things / three / Simon / get / did / what?
- 6.2 • 3 Listen again to the earlier part of the conversation. Correct the sentences with the verb forms used for telling a story.
- 1 I was in London a few years ago on a business trip, and flew back home.
 - 2 I could see these two ground staff – they came down the line.
 - 3 Well, I can see that there were families on vacation ...

Speaking

- 1 Tell your teacher about a problem that you had while travelling.
 - Where were you travelling to / from?
 - Why were you travelling?
 - What was the problem?
 - How did you feel?
 - Who did you talk to?
 - How was it resolved?
 - How did you feel afterwards?
- 2 Role-play a situation at the airport, like Simon's. Ask for compensation. Try to use language from **Expressions** and the **Language box** for how to describe an event.

Language box

If an adjective has one syllable, add **-er than** to make the comparative:

This model is **newer than** the one you're using.

Your presentation should be **shorter than** ten minutes.

The flight will be **longer than** three hours.

Two important exceptions are **good** and **bad**:

I think your new office is much **better than** the old one.

The heating system is **worse than** it was before, I'm afraid.

If an adjective ends in **-y** and has two syllables, replace the **-y** with **-ier**.

Careful! This is **heavier than** you think.

You seem **happier than** you did last week.

Hint

Would you mind is common for polite requests. The verb for the request takes the gerund form.
Would you mind flying tomorrow instead of today?

Hint

Notice the answer to **would you mind**.
Would you mind waiting here, madam?
No, I wouldn't (mind). (= that is not a problem)
Actually, I would (mind). (= that is a problem, I do not agree)

- 4 ... and they probably have had a tighter schedule than me.
- 5 And I went home, so a day earlier, a day later, what the heck.
- 6 No, I was saying: 'It would be very inconvenient for me ...'

4 Put the words from the dialogue in the correct order. Then listen again to the final part of the conversation to check your answers.

- 1 guess / and / what? They couldn't find anyone else ...
- 2 knew / I / if / back / came / they, the situation would be worse.
- 3 so / told / them / I: 'As I said before, it's not convenient for me to miss this flight, but ...'
- 4 finished / not / on / I'm / yet / hang.
- 5 do / think / what / you? They agreed immediately.
- 6 Well / phoned / told / home / I / and / wife / my ...

Writing

- 1 You work for an airline that uses local hotels when it has overbooked flights. Write a report for your boss comparing the two hotels below. Recommend one of the hotels to use when flights are overbooked.

The Emperor, usually very quiet, beautiful hotel, good restaurant and business facilities, small gym, staff very helpful when there's a problem.

The Royal, some street noise, excellent restaurant, poor business facilities, no gym, staff not very helpful when there's a problem.

For most adjectives with two or more syllables, add **more ... than**:

Their idea is **more expensive** and **more complicated than** ours.

Or **less ... than** to make the negative:

This kind of problem is **less frequent than** before.

Look

Look again at listening scripts 6.1–6.3 on page 114. Find more examples of comparatives.

Lesson record

3 new words
from this lesson

- 1
- 2
- 3

3 useful phrases
from this lesson

- 1
- 2
- 3

Things to remember

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How to talk about yourself

In this lesson you will learn language for giving information about yourself and your work.

Starter



- 1 Look at the picture. Is your office like this?
- 2 What is the biggest time problem you have?
- 3 What's your busiest time of the week? And of the year?

Expressions

- 1 Susan is starting a new job and she meets her new manager, Melissa. Listen and complete the notes that Susan takes at the meeting.

Start work at _____
 First thing _____
 Melissa in office on _____
 Usually visits clients on _____
 Prefers to visit clients _____
 Planning meeting every _____
 Sales meeting on _____
 Presentations _____
 Trips abroad in total _____
 Finish work at _____

- 2 Later Susan has lunch with one of her new colleagues, Cathy. Listen for the answers to the following questions.

- 1 What is Melissa's job?
- 2 Where is Susan from?
- 3 Why does Cathy go to Tenerife twice a year?

Speaking

- 1 Imagine that your teacher is your new assistant. Role-play a similar conversation to **Expressions 1** and tell your teacher about your work. Include information about the following:

- timetable
- routine jobs
- meetings
- travelling
- clients.

Language box

To talk about frequency, use the following adverbs. Notice their position in the sentences.

I **always** work in the garden at the weekend.
 (= every Saturday and Sunday)

We **never** close. We are **always** open.
 (= twenty-four hours a day, seven days a week)

It **often** rains here. (= this happens a lot)

She's **frequently** late for work.
 (= this happens a lot)

I **usually** have lunch at work.
 (= three or four times a week)

We **sometimes** work late.
 (= once or twice a week)

I **rarely** use my car in town (= not often)

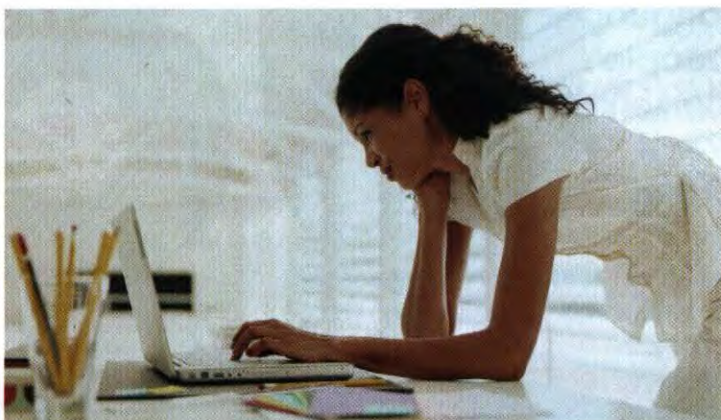
Hint

Be careful with the pronunciation of the s /ɪz/ in the following verbs.
 organize: **Cathy organizes her visits.**
 arrange: **She arranges her appointments.**
 supervise: **She supervises the office when her boss is away.**
 manage: **Her boss manages the sales department.**

3 Match the questions (1-10) with the answers (a-j). Then listen again to check your answers.

- | | |
|--------------------------------------|----------------|
| 1 Where shall we sit? | _____ |
| 2 Where are you from, Susan? | _____ |
| 3 Did you move here for the job? | _____ |
| 4 Do you like living here? | _____ |
| 5 What do you do in your spare time? | _____ |
| 6 How often do you do that? | _____ |
| 7 Do you visit your family often? | <u>c</u> _____ |
| 8 Does your family live in London? | _____ |
| 9 Do you ever go and visit them? | _____ |
| 10 Do you want some coffee? | _____ |
-
- | |
|--|
| a I was born in Birmingham. |
| b I like to do some sport. I run a little. |
| c Yes, I go back home about once a month. |
| d No, my mother and sister live in Tenerife. |
| e Yes, please, but let me. |
| f Two or three times a week. |
| g Over there, near the window. |
| h Yes, there are a lot of things to do. |
| i Yes, but not for this one. |
| j Yes, twice a year. |

Writing



- 1 You are Susan. Write a short email to a friend describing your new manager and the new job. Begin your email like this.

✉

Subject: New job!

I started my new job today. I work for the manager of the sales department. I start work at eight o'clock

To give more specific information about frequency, use these expressions:

He visits the office ... once a week.
 once or twice a month.
 two or three times a year.
 every Monday.
 every three months.

To ask about the frequency of an action, use the questions *How often* or *Do you often*:

How often do you travel for work?
 Do you often travel for work?

Look

Look again at listening scripts 7.1 and 7.2 on pages 114-115. Find more examples of adverbs and expressions of frequency.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1

1

2

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3

3

Things to remember

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How to talk about other people

In this lesson you will learn language for describing people's appearance and personality.

Starter

- 1 Look at the picture. How would you feel in this situation?
- 2 What sort of social events do you go to for work?

Expressions

- 1 SIB bank is having its annual international meeting in Funchal, Madeira. Suzanne and José are at the opening reception. Listen and circle the people in the picture they talk about.
- 2 Find these words in the picture: *high-heels, trainers, pullover, jeans, tie, trousers, waistcoat, glasses.*



Speaking

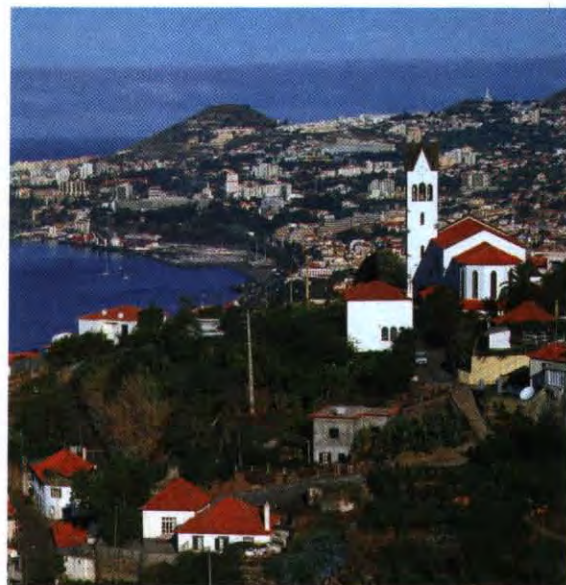
- 1 Look again at the picture of the reception in Funchal. Choose two or three people to describe, but do not tell your teacher which ones. Talk about what they are wearing, and see if your teacher can guess who you are talking about. Use some of the words below.

hair: long / medium-length / short / dark / black / dark brown / red / fair / straight / curly / wavy

build: tall / medium height / short / well-built (large) / medium build / slim / thin

extras: with a beard / bald

- 2 Think of three people you work with regularly, perhaps colleagues or clients. How would you describe their personality?



Hint

In this unit you hear a lot of British words for clothing. American English uses some different words.

GB	US
trousers	pants
waistcoat	vest
trainers	sneakers
pullover	sweater

3 José and Suzanne talk about the following people. Match the people (1–5) with the descriptions (a–e). Then listen again to check your answers.


- 1 Antonio
 - 2 Henri Joli
 - 3 Paolo Rodrigues
 - 4 Business development manager
 - 5 Director for Austria
- a a bit serious and distant
 - b quiet and rather shy
 - c rather smart / looks quite nice
 - d very open and friendly
 - e he's got a great sense of humour

4 Listen again and complete the sentences below with words used for descriptions.

- 1 He's the one over there talking to the woman _____.
- 2 And next to him there's a man _____.
- 3 He's quite well-_____.
- 4 He seems much _____ I thought!
- 5 He's tall and thin, and _____.

Writing

- 1 A colleague from abroad will be arriving next week to visit you. You plan to meet them at the airport. You will be going straight from work. Write an email to them to describe what you look like, and what you will be wearing. Use the example below to help you.



Subject: Meeting at the airport

Dear Miro,

I'm looking forward to seeing you next week.
I'll come to the airport to meet you.
I'm quite tall with dark hair and a moustache. I'll be wearing a black suit and I'll be carrying a blue bag.
I'm sure you'll find me!
Have a good journey!

Rudi Alvarez

Look

Look again at listening script 8.1 on page 115. Find more examples of *one, ones, this, that, these, and those*.

Language box

We can use *the one*, or *the ones* when we know what we are talking about.

He's **the one** talking to Maria. (i.e. the man)
They're **the ones** who went to Germany. (i.e. the people)

You can use *this, that, these, and those* to indicate if things are placed near to you, or far away from you.

This letter came for you yesterday. (= It is near)
That man over there works in Sales.
(= he is not near you)
These books are for you. (= they are near)
Those people are staying at the same hotel.
(= they are not near)

Lesson record

3 new words from this lesson

3 useful phrases from this lesson

- | | |
|---------|---------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |

Things to remember

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How to talk about time

In this lesson you will learn language for giving information about time.

Starter



1 Do you do any of these things? How often?

- take work home
- work more than fifty hours a week
- go into the office on Saturday
- forget to take holidays
- go to the office early
- go without lunch
- work late

Expressions

- 1 Tom is the manager of a small team at BAB Ltd, a medium-sized manufacturing company. The company has just announced new working conditions. Tom is reporting the news to his staff. Listen and mark the changes to the present timetable below.

Working conditions - Office staff

Timetable -

Working week	39 hours	
Working day	start 09.00	finish 18.00
Fridays	start 09.00	finish 17.00
Lunch break	Monday to Friday	
	Minutes 60	13.00 to 14.00

Holidays -

Christmas	National holidays + 3 days
Easter	National holidays + 2 days
Summer	20 holiday days
	July - September

bab Ltd

Speaking

- 1 Complete these notes about the working conditions in your company or country and then explain them to your teacher. Ask your teacher questions about their working conditions. Are they the same?

Working week	_____ hours
Working day(s)	start _____ finish _____
Lunch break	_____ minutes _____ to _____
Coffee break	morning _____ afternoon _____
Holidays	_____
Annual number	_____ working days
Usual month(s)	_____
National holidays	_____



Hint

Be careful when saying and writing dates.
We say **the fifteenth of March** but we write 15th March.
We can also say **March the twenty-third** but we write March 23rd.

- 2.2
- 2 Listen to the next part of the meeting. What does Tom say about holidays? There is one question at the end of the meeting. What is the question and what is Tom's answer?
 - 3 Put the words from the dialogues in the correct order. Then listen again to check your answers.
 - 1 have / the / number / we / same / of / days.

 - 2 July or August / twenty / days / we / have / to take / now / the complete / in.

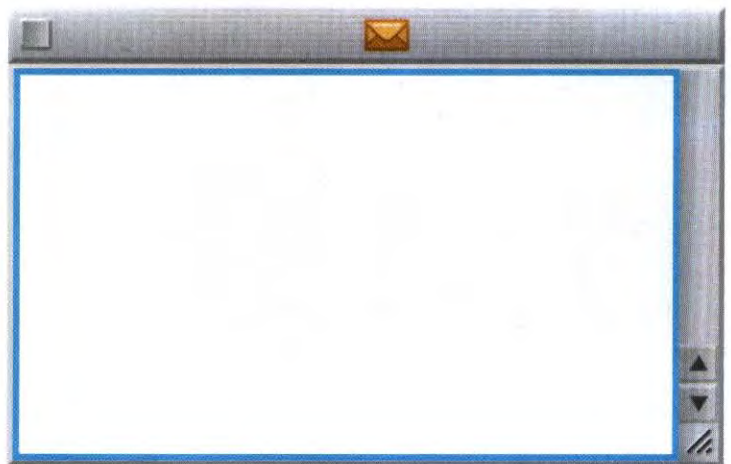
 - 3 holidays / some / year / of / took / us / in / September / last / our.

 - 4 1st / these / on / start / conditions / next / new / January / year.

 - 5 between / you / twenty / take / can / for coffee / minutes / 10.00 and 12.00.

Writing

- 1 A friend is thinking about working in your company. Write an email explaining the working conditions. Give information about these points in your email:
 - working week
 - working day
 - coffee and lunch breaks
 - meetings
 - company and national holidays.



Look

Look again at listening scripts 9.1 and 9.2 on pages 115–116. Find more examples of time prepositions.

Language box

We use different prepositions when speaking about time.

Parts of the day:	in the morning, afternoon, evening at night
Months:	in January, February
Seasons:	in spring, summer, autumn, winter
Years:	in 1996
Days and dates:	on Monday, on June 22 nd
Public holiday periods:	at Christmas
Specific times:	at half past seven at 12.00, at midday at midnight

Length of times:

The meeting is from 10.00 to 12.00.
There is a break between 10.00 and 14.00.

Lesson record

3 new words 3 useful phrases
from this lesson from this lesson

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|---------|---------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |

Things to remember

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How to talk about a past project

In this lesson you will learn language for talking about a past project.

Starter



- 1 When do you buy things?
- When you get a 'cold call' at home?
 - When a salesman visits your house?
 - When you receive publicity at home?
 - On the Internet?
 - When you see something very cheap?
 - When watching TV shopping channels?

Expressions

- 10.1 • 1 It is seven in the evening when Leonard Wareham receives a phone call. Listen and answer the questions.
- Who is calling? Why?
 - What is Leonard's reaction?
- 2 Isabel works for Spotlight, an advertising agency. One of her clients is Portugal Homes, a property development company, selling holiday homes in the Algarve. She gives a report of the recent campaign to her colleagues. Look at her presentation notes and put them in the correct order.

Action	When
1 Portugal Homes contacted Spotlight	May
Cold calling	
The first Sales Evening	
Prepared the advertising	
Presented the proposal	
2 Visited the client and had meetings	

- 10.2 • 2 Listen and check your answers and complete the *When* section.

Speaking

- 1 Tell your teacher about projects that you have finished at work (or at home) recently. Use questions 1–8 to help you.
- What exactly was the project? What did you want to do?
 - Did you need any help from anyone else?
 - What did you do first?
 - What were two or three important moments in the project?
 - How long was the project and when did you finish?
 - How many people worked on the project?
 - What kind of budget did you have?
 - Are you happy with the results?

Language box

Use the past simple to speak about finished or completed actions in the past. We often say when the action happened.

I went to the conference in May.

They phoned my office yesterday.

Use the present perfect to speak about actions that started in the past and continue in the present.

I have been to three conferences this year.

They have phoned a lot of people this month.

Hint

Use the past form of **have to** for a past obligation.
Did you **have to** change the budget?
We **had to** finish the project in December.

Writing

- 1 You work for Spotlight. Isabel asks you to write a summary of the Portugal Homes campaign with information about the results. Take the information you need from **Expressions**. Write about 100 words.



- 4 Isabel now answers questions from her colleagues. Listen and complete the sentences.
- 1 Did you have to change the _____?
 - 2 Did you finish the project _____?
 - 3 Just! We had to finish the campaign for the _____ in December.
 - 4 Is the client _____ with the _____?
 - 5 Yes, they are. Sales have increased _____%. They have sold _____ than 350 holiday homes since January this year.
 - 6 Voice 3 Have you finished your work with the client?
Isabel Not _____.

Compare the following sentences.

Did you meet the client last week? (= There was a meeting. This meeting is finished.)

Have you met the client before? (= Is this, or will this be, your first meeting with the client?)

They visited six countries last year. (= Last year is finished. The number of countries is final and cannot change.)

They have visited more than eight countries since January this year. (= They can visit more countries - the number might increase.)

Look

Look again at listening scripts 10.2 and 10.3 on page 116. Find more examples of the past simple and the present perfect tenses.

Lesson record

3 new words
from this lesson

- 1
- 2
- 3

3 useful phrases
from this lesson

- 1
- 2
- 3

Things to remember

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How to talk about money

In this lesson you will learn language for talking about money.

Starter

1 What would you do with:

€10,000?	€75,000?	€500,000?
retire?	invest it?	move house?
spend it?	buy a new car?	give it away?

2 Are you good with money? Do you:

- have a credit card?
- check your bank statements?
- pay bills on time?
- have a weekly or monthly budget?



Expressions

Think business, Think Malta.

An exclusive development of office property situated next to the new Malta Yacht Marina.

For more information contact:

Tel: +356 2292 4570

Mail: Malta Yacht Marina Development,
137 Independence Square, Valletta, Malta

11.1 • 1 John and David started their own company, AH Marine Services Ltd, in 1990. They specialize in insuring and chartering boats. John is looking for new offices in Malta. Listen and answer the questions.

- 1 Where are the new offices?
- 2 What's the problem with the new offices?
- 3 How much do they cost?
- 4 What's David's reaction?
- 5 How does John feel?

Writing

- 1 You are David. You telephoned the bank and made an appointment for Wednesday, 11.00 a.m. Write an email to confirm it and explain why you want to speak to them.

To: Ms Watson From: David Bryan

Subject: Appointment Wednesday

Speaking

- 1 Role-play the conversation between David and the bank manager. AH Marine Services Ltd has been a good client of the bank for five years. You want information about the cost of a loan for €150,000 over seven years. The bank manager (your teacher) is going to ask you:
 - why you need new offices
 - some information about the new offices you have seen
 - how much capital you have
 - how much money you will need
 - why you are going to buy and not rent the new offices.

Hint

Two verbs which are easily confused are **borrow** and **lend**.

Borrow is similar to **take**. **Lend** is similar to **give**.

Could I borrow your car tonight?

I can't lend you my car, I'm sorry. I need it myself.

11.2 • 2 Now listen to the next part of the conversation. Mark the sentences true (T) or false (F).

- 1 David wants to buy the new offices. _____
- 2 They will need less than a quarter of a million euros from the bank. _____
- 3 John will speak to the bank manager. _____

3 Match 1-6 with a-f to make complete sentences. Then listen to the second part of the conversation again to check your answers.

- 1 We were thinking of a monthly rent
- 2 We agreed on a budget of €100,000
- 3 We don't need to spend our money
- 4 I'm sure the bank will give us a loan
- 5 Buying our own offices would be
- 6 Property is increasing in price
- a on building work or decoration.
- b by over fifteen per cent a year at the moment.
- c a good investment for the future.
- d in the region of six to seven thousand euros.
- e for the rest of the capital.
- f for possible building and decoration costs.

4 Complete this summary of the situation with the words below.

rent	budget	investment
loan	capital	

The new offices will be a big

¹ _____ for the company.

They will need a ² _____

from the bank, because they don't

have the necessary ³ _____

themselves. Their original idea was

to pay a monthly ⁴ _____

and they had a ⁵ _____

of €100,000 for building and

decorating costs.

Language box

Look at how you say large numbers in English.

370,000 three hundred and seventy thousand

1,250 one thousand two hundred and fifty

How to speak generally, and to speak about fractions:

It costs just over / just under / around a million.

three quarters of a million

To express decimal numbers, use the word **point** and say the numbers individually.

8.95 eight point nine five

0.56 oh point five six

Look

Look again at listening scripts 11.1 and 11.2 on pages 116-117. Find more examples of numbers and percentages.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

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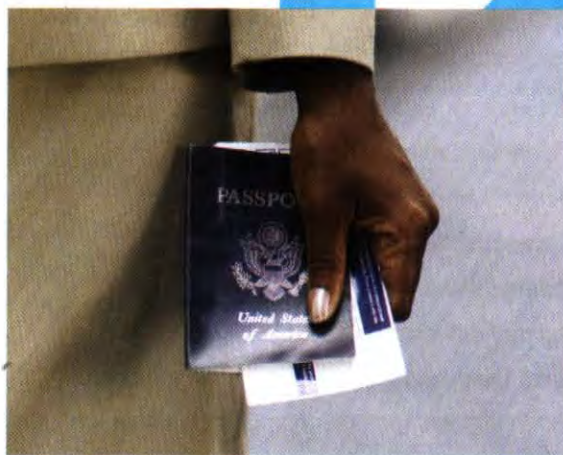
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How to talk about a project

12

In this lesson you will learn language for describing a project.

Starter



- 1 What different stages do you follow when you get a new passport?
 - have your photo / fingerprints taken?
 - fill in a form?
 - go to a government office?
 - pay money?
 - get a reference?
- 2 Is there anything else you need to do?

Expressions

- 1 Read the magazine article about MTC and answer the questions.
 - 1 What do MTC and BBA stand for?
 - 2 Where is the new centre?
 - 3 Who are the partners?
 - 4 What will the new centre do?

New company on the park

The new Materials Test Centre, MTC, was officially opened last Friday in the Tyne Technology Park, Newcastle. The new centre is the result of a joint venture between local companies, the Industrial Development Board and the British Builders Association. The main aim of the centre is to test new building materials. Set up two years ago following an initiative by

- 2 Read the rest of the article. Mark the sentences true (T) or false (F).
 - 1 The new test lines are twice as fast as the older methods. _____
 - 2 The new cost of testing will be less than half what it is now. _____
 - 3 The company will be making a profit in about a year. _____

Speaking

- 1 Use the information from Expressions and the following slide to present the MTC project to your teacher. You may like to look again at listening script 12.1 on page 117 before you do this activity. A tick (✓) indicates the stage is complete.

MTC PROJECT

Stages

- 1 Business plan, funding, construction work ✓
- 2 Production lines + offices + laboratories ✓
- 3 Testing machinery, training staff Delayed (three weeks)
- 4 Full capacity On schedule

Language box

Use the verb *to be able to* instead of *can* when you want to talk about the ability to do something in the past:

I missed the first flight but I **was able to** catch a later one.

They **weren't able to** deliver yesterday because of the strike.

Or in the future:

The doctor says I'll **be able to** come back to work at the end of the month.

Don't worry. We're **going to be able to** fix the problem.

MTC, the Materials Testing Centre, will be fully operational in twelve months' time. The centre will be able to test a wide range of new materials that are used in the construction industry.

The new automated test lines will be able to test new materials in a quarter of the time used by more traditional methods. This means the BBA will be able to reduce the costs of these tests by as much as 70%. As a result, MTC expect to be able to cover operating costs in twelve months and to break even in less than two years from now

3 Now listen to two conversations between Diana Walker, technical manager of MTC, and her manager, Mark Darling. The first conversation is in May and the second one in June. Listen and answer the questions.

- 1 How many different project stages does Diana mention in total?
- 2 What was the problem with a delay?
- 3 In the second conversation, is the project better or worse?
- 4 When does the production phase begin?

Hint

When talking about financial plans, use the following expressions:

to make a profit (positive)

to make a loss (negative)

to cover costs (no losses but no profits)

to break even (to reach a point where you are covering costs).

Writing

12.1

1 Correct the sentences below. Then listen again to check your answers.

- 1 The automated test lines: can you bring me on to date on them?
- 2 Are they going to be finished as plan?
- 3 Yes. We're behind of schedule by about three weeks.
- 4 It was only a two-weeks delay in the end.
- 5 We expect to be back to schedule very soon.
- 6 When will the centre be all operational?

2 Think of a project at work. Write a short report describing this project. Include the following information:

- when and why you started the project
- what you wanted to do and what you were able to do
- what you are doing now
- what you will be able to do in the future.

And with an infinitive or a modal verb:

They **expect to be able to** arrive before twelve o'clock.

He **should be able to** solve the problem for you.

Look

Look again at listening script 12.1 on page 117 and the article about MTC in **Expressions**. Find more examples of *be able to*.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1

1

2

2

3

3

Things to remember

How to talk about personnel

13

In this lesson you will learn language for talking about personnel.

Starter

- 1 Number the steps for employing a new person in your company.

- _____ contact recruitment agency
- _____ interview candidates
- _____ select candidates
- 1 _____ write job description
- _____ make final decision
- _____ advertise new post
- _____ decide conditions
- _____ sign a contract



Expressions

- 13.1 1 Isabel works for an advertising agency, Spotlight. She is preparing an offer for Italia Tours. They organize holidays in Italy and want to do some promotion in the UK. Isabel is speaking to her manager, Tony. Listen to their conversation and answer the questions.

- 1 Did Isabel have a good weekend?
- 2 Is the Italia Tours contract important?
- 3 Why is Isabel worried?
- 4 When will she see her boss?

- 13.2 2 It is now Friday. Tony and Isabel have their meeting. Complete the sentences with the words below. Then listen and check your answers.

staff work on contract experience
recruit full-time team agency
take on temporary

Tony Congratulations about the Italia Tours contract! That's great news!

Isabel Thank you, but we need to
1 _____ some more people -
and quickly.

Tony What 2 _____ do you think
you need?

Speaking

- 1 Isabel wrote the graphic designer's job description. Prepare Tony's questions for Nicole, the designer. Then role-play the conversation with your teacher.

Hello Tony

Here is my job description for the designer's job. I hope it helps you in your interview with Nicole.

- 1 one or two years' experience in the production of brochures and publicity material
 - 2 six-month contract
 - 3 good spoken Italian if possible
 - 4 willing to travel
 - 5 familiar with design programs: Adobe InDesign and Quark XPress
 - 6 likes working in a small team
- Isabel



There are many different types of working contracts.

- full-time** (all day or all year)
- part-time** (part of the day)
- fixed term** (for a specific period, e.g. nine months)
- temporary** (for a limited period)

- 1 She's not very experience!
- 2 She's hard-work.
- 3 She's very create and imagination and she learns quickly.
- 4 And she's completely depend.

1 You have a lot of work at the moment and you need to employ a new person to work with you. Complete the following notes and then write a short email to your manager describing the person you need and why you need them.

Position: _____

Age: _____

Experience: _____

Languages: _____

Type of contract: _____

Look again at listening script 13.2 on page 117. Find more examples of relative clauses with *who* and *that*.

Jane is the accounts manager who (that) looks after three big contracts.

[illegible]

How to talk about project stages

14

In this lesson you will learn language for talking about project stages.

Starter

- 1 Think of a popular product for each item in the list. Then discuss the questions with your teacher.
 - a magazine
 - a chocolate bar
 - a breakfast food
 - a soft drink
- 1 What is the brand name of the product?
- 2 Is it expensive?
- 3 How is it advertised? (on TV? the radio? in newspapers and magazines?)
- 4 Do you use it yourself?

Expressions



14.1 • 1 Jane and Mike work in advertising, organizing publicity campaigns. Jane was working with a client called McKinley, a manufacturer of a new juice drink called *Kiwi Kool*. Listen to their conversation and answer the questions.

- 1 Is the McKinley campaign finished?
- 2 Did Jane like working with the client? Why / Why not?

Writing

- 1 You are Jane's colleague, Mike. Look at the email your boss sent you. Write a reply.

Subject: McKinley campaign

I have a meeting with McKinley next Wednesday. As Jane is away could you tell me how the campaign went? What steps did she take with McKinley? Do you know if she was happy with the campaign? Did she have any problems?

Thanks
Jim

Language box

We use the past simple to talk about finished actions. We usually give a time reference.

They **started** the company in 1989.

Did the documents **arrive** this morning?

We use the past continuous to talk about longer actions in the past. Perhaps these actions are unfinished or interrupted. It is often used with another past simple verb.

We **waited** in the hotel reception because they **were cleaning** our room.

What **were** you **doing** yesterday morning?

Hint

Other is used with plural nouns.

That hotel is quite reasonable. The other hotels are quite expensive.

Another is used with singular nouns.

I think we have another problem.

Speaking

1 Make four sentences from the table.

We were going to	advertise on TV	but we decided to	cancel the meeting.
	spend a lot of money		rearrange it for Friday next week.
	see the client next Monday		use radio.
	sign the contract today		cut the budget by 25%.

2 Make four sentences from the table. This time add some extra information.

Example: I was going to look for a new job but I decided to speak to the manager instead. He offered me a different job with better conditions.

I was going to	look for a new job	but I decided to	fly	instead.
	use my own car		call him on his mobile	
	take the train to Paris		take a taxi	
	send him an email		speak to the manager	

Lesson record

3 new words from this lesson

3 useful phrases from this lesson

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3

Things to remember

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2 Now listen to the rest of their conversation. Match the stages of the project (1-6) with the corresponding month (a-f).

- | | |
|--------------------|------------|
| 1 present proposal | a January |
| 2 launch product | b February |
| 3 agree final plan | c March |
| 4 meet client | d April |
| 5 cut TV campaign | e May |
| 6 sign contract | f June |

3 Put the words from the dialogue in the correct order. Then listen again to check your answers.

- step / was / to / the / meet / first / client / in / January / the.
- next / prepare / the / was / step / to / publicity / the.
- 25% / budget / by / they / the / cut.
- worried / our / I / deadline / was / because / the / was / end / May / of.
- we / going / to / the / supermarkets / were / launch / product / shops / and / at.
- only / final / May / agreed / in / we / the / plan / on.

We use **was / were going to** to speak about a change of plan in the past.

I **was going to** leave the office early today but just look at the time!
(= I did not leave early)

I thought you **were going to** phone me!
(= Why didn't you phone?)

I knew he **was going to** say that!
(= I expected him to say that)

Look

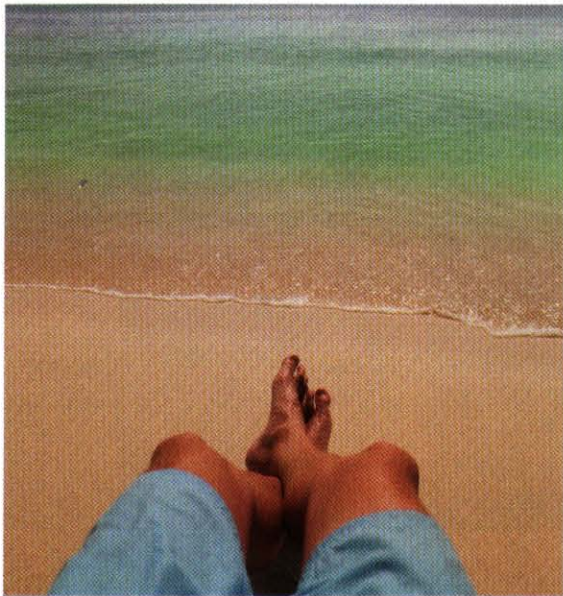
Look again at listening scripts 14.1 and 14.2 on pages 117-118. Find more examples of the different past tenses.

How to talk about future projects

In this lesson you will learn language for talking about future projects.

Starter

- 1 What is your idea of a perfect holiday?
- | | |
|--------------------------|--------------------|
| on the beach | sightseeing |
| doing some sport | in the countryside |
| relaxing in a nice place | staying at home |



Expressions

- 1 The Royal Hotel Group is building a new hotel complex on the Riviera Maya in Mexico. William is the manager of the project and Tony is the managing director of the company. Listen to their conversation and complete the notes that Tony takes during the call.

RIVIERA MAYA ROYAL HOTEL - schedule?

1 Important building work? - December this year

2 Decoration / gardens / swimming pool? -

3 Recruiting / training new staff? -

4 First reservations? -

5 Full capacity? -

Tony - retiring

Employ new assistant manager as of

Speaking

- 1 What will you be doing, and what do you think will be happening in five, ten, or fifteen years' time? Discuss the following personal and general points with your teacher.

the same company?

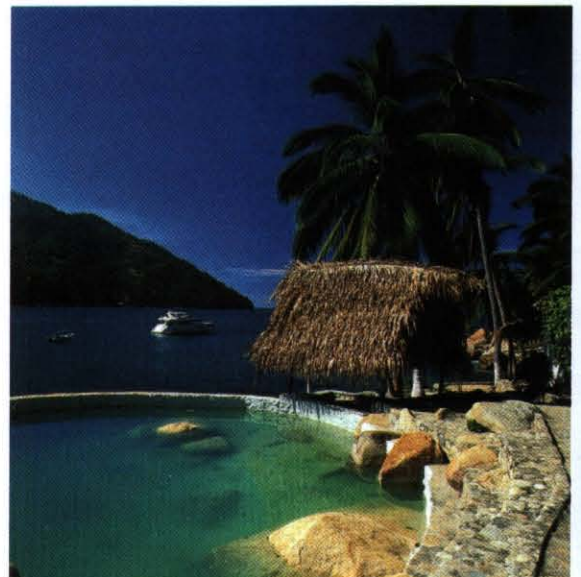
retiring at fifty-five?

the same hobbies?

working from home
with a computer?

working thirty hours a week?

the same job?



Hint

to be on time – to arrive or to happen punctually
The meeting started on time. (The agreed time was 16.00 and it started at 16.00.)

Hint

to be (just) in time – to arrive or happen before the deadline for something
We got to the airport just in time to catch the plane. (We were almost too late.)

Writing

- 1 You are Tony. Your meeting with the local authorities went well. You have permission to start the work in the third week of January but you have to reduce the size of the swimming pool. This means a three-week delay. Write an email to William to tell him the news in the space below.

Look

Look again at listening scripts 15.1 and 15.2 on page 118. Find more examples of the future continuous.

Language box

Use the future continuous, *will be doing*, to express an action in progress at a specific time in the future.

Next year we **will be celebrating** our fiftieth anniversary.

They **will be working** in their new offices this time next year.

Phone me when you want. I'll **be working** in the office all morning.

You can also use the future continuous to make predictions:

All cars **will be using** hybrid motors twenty years from now.

I think we **will all be living** in enormous tower blocks in the future.

They'll **be implanting** mobile phones in our ears soon.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

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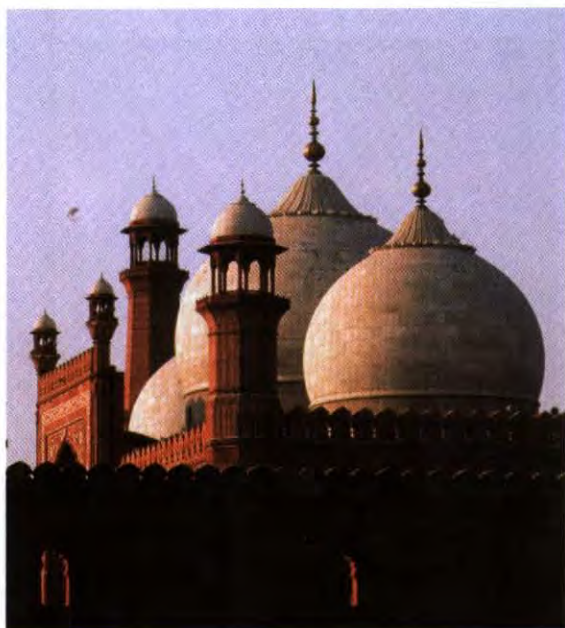
How to update

16

In this lesson you will learn language for talking about tasks which are done, or not yet complete.

Starter

- 1 When you go to a new city, what do you like to see?



Expressions

- 16.1 • 1 Two-step Guides are bringing out a new edition of their guide to Pakistan. Charles has just come back from Lahore, and is talking to Gavin, the editor, about how to update each section. Listen to their conversation, and mark which sections are already complete (✓) and which are incomplete (X).

Background

Sightseeing

Shopping

Eating out

- 2 Now listen again. Mark the sentences true (T) or false (F).

- 1 There are no changes to the history section. _____
- 2 They need to buy maps for the book. _____
- 3 The maps in the book need updating. _____
- 4 The opening times of the museums are the same as before. _____
- 5 Some new music shops will be in the book. _____
- 6 There are two new shopping centres. _____
- 7 There are some new international restaurants to include. _____
- 8 Charles is going back to Lahore next Friday to check the restaurants. _____

Speaking

- 1 What projects are you working on at the moment? Make a list of the different tasks included in a project. Which tasks have you finished? Which tasks are not ready yet? Tell your teacher about them.
- 2 Look at this page, unit 16, or the contents page of *Business one:one* on page 3. Discuss with your teacher which sections you have already done, which parts you have not done yet, and which ones you are still working on.

Writing

- 1 Write an email to your boss to update them on the project you are working on in **Speaking 1**.
- 2 You are visiting a city on business. Write a postcard back home, telling your family / colleagues what you have seen and done already, and what you have not done yet.

Hint

Use **still** with present continuous to indicate a task in progress:

I'm still working on that. (I have started it. It is not finished)

Hint

You can use **not yet** and **already** with the present perfect to emphasize if tasks are complete or not.

Yet is placed at the end of the sentence.

I haven't done that yet. (It is not finished)

Already usually goes before the main verb.

I've already done that. (It is ready / finished)

- 3 Now listen to the second part of the meeting. Gavin and Charles are discussing a special section on kite-flying. Read the features below, and then listen and tick (✓) which ones they will include.

Features of kite-flying	Include this?
the history of the sport	
photographs	
festivals	
how to play	
where to buy books about it	
where to buy kites	
how to make kites	

- 4 Put the words from the first dialogue in the correct order. Listen again to check the answers.
- section / go / let's / each / through.
 - shall / where / start / we?
 - I / you / the copies / have / you / got / sent?
 - how to get there / add / details / got / to / still / about / I've.
 - yet / haven't / done / I / that.
 - at / the / do / weekend / I'll / it.
 - final checks / is doing / for / me / Louise / some.
 - by next Friday / get back to me / she said / she'd.



Language box

When giving updated information on a project or job, use the present perfect to explain which tasks are complete, and which are incomplete (**have + past participle**):

I've (= I have) checked all today's invoices.

I've done the first part of the report.

We haven't (= have not) sent the order yet.

He's (= he has) **already written** the letter.

In questions, notice the word order. The verb **have** is not contracted:

Have you finished the guest list?

Has the delivery arrived yet?

Look

Look again at listening scripts 16.1 and 16.2 on pages 118–119. Find more examples of the present perfect.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

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How to give people news

17

In this lesson you will learn language for giving good and bad news.

Starter

- 1 Do you use bathroom products with these ingredients? Match the pictures with their names.

olive (oil)
almond

mint
aloe

lavender



Expressions

- 1 Judith is the Director of Provence Ltd, a company which imports luxury toiletries. She has just received news about a new contract and sends this email to her colleagues.

- What three items of news does she mention?
- How does she want to follow up this email?

Dear All,

I'm delighted to tell you that I've just had a call from Whittaker's on Piccadilly. We've won that contract! They want to use our soaps in their Christmas bathroom hampers. They also want us to arrange a display of soaps and creams for a private event next week on Friday. They expect fifty guests. They'd like the lavender range, and two others. Please check stocks of aloe and olive oil. Please see what samples of the creams we've got for giveaways. Let's meet on Monday to discuss. Have a good weekend.

Judith

PS I'm afraid I'll be in France end of next week.

meetings

Speaking

- 1 You are chairing a staff meeting tomorrow. You will update your staff on recent and upcoming company events.
- New ID card scheme starts 1st September
 - Sales figures up by 12%
 - Alex Kirov is retiring - party and drinks Friday 6pm

Make notes and then practise the meeting with your teacher.

- 2 What has happened in the news this week? Make a note of three to four news items. Tell your teacher about each item.

Example: Sweden has won the European Cup!

Slovenia has elected a new president.

Writing

- 1 Write an email to all staff to summarize what you talked about at the meeting in **Speaking 1**.

- 2 Complete the sentences from the news items with the verbs below. Put the verb in the correct form.

arrive announce crash start

- A train _____ in the mountains.
- The EU _____ talks on renewable energy.
- The prime minister of Japan _____ in Paris on a state visit to France.
- Trigbee UK, suppliers of kitchens, _____ increased profits of 15%.

Hint

samples – small amounts of something that can be tried to see what it is like

They're giving away free shampoo samples.

stock – goods that a business has for sale at any one time: **in stock / out of stock**

I'm afraid we're out of stock at the moment.

range – a set of products of a particular type, **the lavender range, a range of hand creams**



17.1 • 2 Judith's team meet on Monday afternoon. Although this is good news, there are some difficulties. Listen to the meeting. Mark the following sentences true (T) or false (F).

- 1 There are not enough sample creams to give away. _____
- 2 They do not have enough lavender in stock. _____
- 3 There are some supplies of aloe and mint soaps. _____
- 4 Sue cannot go to the event next week. _____
- 5 They cannot get supplies of almond soaps for the hampers by September. _____
- 6 Whittaker's will also sell the full range of soaps and creams in their shop. _____

3 Match 1–6 with a–f. Then listen again to check your answers.

- | | |
|--------------------|------------------------------|
| 1 I'm afraid | a let you down. |
| 2 I'm sorry | b we have enough samples. |
| 3 As long as | c about that. |
| 4 Unfortunately, I | d is that ... |
| 5 Sorry to | e can't. |
| 6 The best news | f there's a problem with ... |

Language box

To give news and talk about very recent events, use the present perfect, *have + past participle*.

We've signed a contract with a new business.

We haven't started the meeting yet.

This form is also used to announce the beginning of news on radio and TV.

The price of oil has dropped by 0.5%.

To emphasize that something happened very recently, use *just* with the present perfect:

Tom has just arrived. (= only a few minutes ago)

I've just seen him.

Look

Look again at the email in Expressions and listening script 17.1 on page 119. Find more examples of the present perfect.

Lesson record

3 new words
from this lesson

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3 useful phrases
from this lesson

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Things to remember

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How to make arrangements

18

In this lesson you will learn language for making and confirming plans.

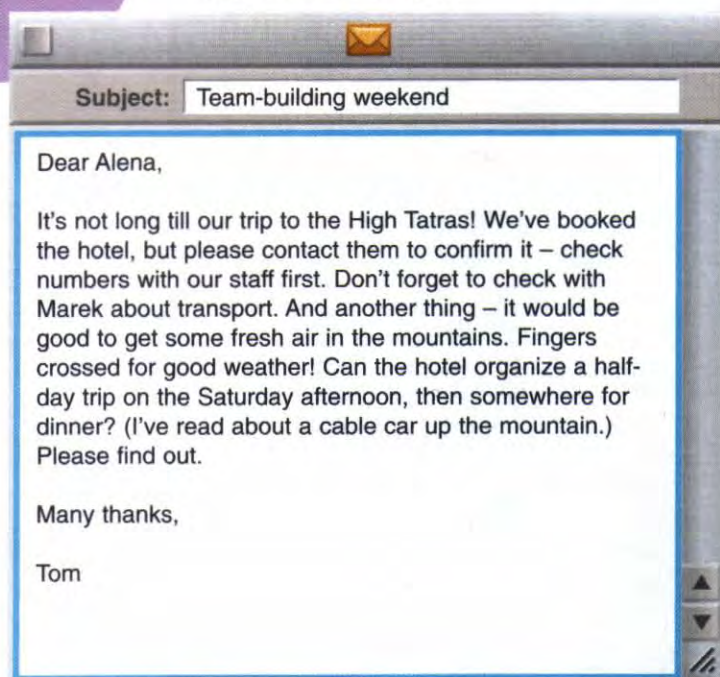
Starter

- 1 Have you ever been to a team-building event? Look at the following ideas for team-building activities. Which idea is best for your company?
 - camping trip
 - a day of problem-solving
 - a day of sports
 - visiting a place of historical interest
- 2 What events do your staff take part in to work together better?



Expressions

- 1 Tom O'Reilly works for Creola, an international database systems provider. He is based in Bratislava, Slovakia, and is organizing a team-building weekend in the Tatra mountains. Read the email from Tom to his assistant. He wants her to do four things. What are they?



Speaking

- 1 You are Alena. Look at your 'to do' list, and update Tom on what you have done, and what you still need to do.

TO DO:

- Sat trip – Cable car ✓ €20 p/p
- Fri eve – Koliba ✓ booked
- Marek ✓ 15-seater minibus, dep 15.00
- Send schedule to trainers
- Updated schedule to staff ✓ sent

Writing

- 1 Unfortunately, Tom is out. Write him an email with the information from **Speaking**.
- 2 One of your staff is celebrating twenty-five years at the company. You want to arrange a party. Email your assistant to do this. Think about venue / office room, date and time, food, drink, and a present. Add your own suggestions too. Use phrases from the emails in **Expressions** to help.

Hint

The verb **to go** has two past participles. We use **been** when the person went and came back.

He's been to Switzerland.

(= he isn't in Switzerland any more)

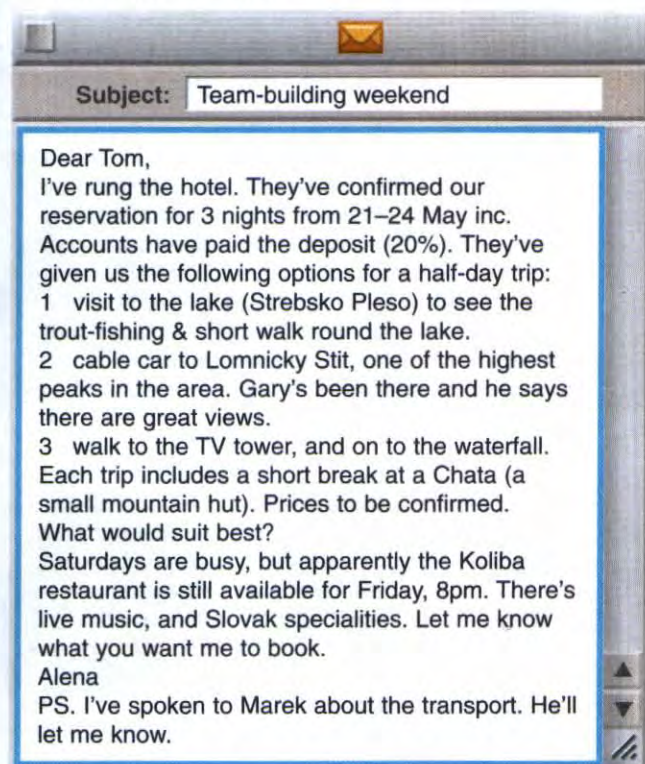
Hint

We use **gone** when the person is still there / still away:

They've gone to the bank.

(= they are still there / not back yet)

- 2 Read Alena's reply to Tom. The hotel offers three choices for an outing. Which is your preference? Why? What other answers does Alena have for Tom?



Subject: Team-building weekend

Dear Tom,

I've rung the hotel. They've confirmed our reservation for 3 nights from 21–24 May inc. Accounts have paid the deposit (20%). They've given us the following options for a half-day trip:

- 1 visit to the lake (Strebsko Pleso) to see the trout-fishing & short walk round the lake.
- 2 cable car to Lomnický štít, one of the highest peaks in the area. Gary's been there and he says there are great views.
- 3 walk to the TV tower, and on to the waterfall. Each trip includes a short break at a Chata (a small mountain hut). Prices to be confirmed. What would suit best?

Saturdays are busy, but apparently the Koliba restaurant is still available for Friday, 8pm. There's live music, and Slovak specialities. Let me know what you want me to book.

Alena

PS. I've spoken to Marek about the transport. He'll let me know.

- 3 Find phrases in the emails which you can use to say the following:

1 to list a number of choices

2 to ask for a decision on number of possibilities

3 I'd like to know / please ask

4 our booking is now fixed

5 there is (free) space at the moment

6 they say / It is said (but I don't know)

7 I'm waiting for a final price / final information

8 there is something else (I want to say)

9 he will tell me when he knows.

Language box

We often use the present perfect to confirm arrangements. A lot of common verbs are irregular, and so it is important to know the past participle form.

I've told Andy to send it as soon as possible.

Have you spoken to Emma yet?

They haven't given me the dates.

Some irregular verbs can be grouped to help remember their past participle endings.

write, drive, choose written / driven / chosen

find, make found / made

send, lend sent, lent

Look

Look again at the emails in Expressions. Find more examples of the present perfect.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1

1

2

2

3

3

Things to remember

How to discuss options

In this lesson you will learn language for talking about different options.

Starter

- 1 The following people usually wear a uniform. Can you add any more uniformed jobs to the list?

bus drivers the police
hotel staff factory workers

Which of these people have you seen already today / this week?

- 2 Match the pictures of clothes in Expressions with the words below.

trousers shirt cuff
short sleeves turn-ups pockets
cargo pockets buttons zips
belt-loops

Expressions

- 1 Pat works in Human Resources for an international arts centre. Her security staff need new uniforms. Pat chooses the following options for uniforms. Which do you prefer?

5 Security clothing



Speaking

- 1 Imagine you are in Pat's security team, but you could not go the meeting. Discuss with Pat (your teacher) some of the clothes. What features do you like / not like about them?
- 2 What are the advantages and disadvantages of wearing a uniform?

Language box

If you want to talk about quantity, you can use *not enough + noun*, or *too much / many + noun*.

I haven't got enough time to do this. I'll do it tomorrow.

There aren't enough chairs. I'll get some from Anna's office.

Much is used with uncountable nouns, *many* with countable nouns.

Please be quiet. There's *too much* noise in here. (noise = uncountable noun)

There are *too many* people. We need a bigger room. (people = countable noun)

Hint

You can use **exactly** to get a more specific answer to a question.

What **exactly** do you mean?

Where **exactly** are your offices?

When **exactly** does he arrive?

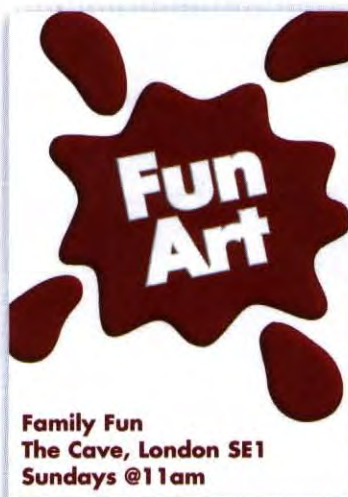
- 2 Listen to the meeting. Which items does Pat like best (P)? Which ones do the security staff (S) like best? Indicate below.

shirts		trousers		jackets	
a	b	c	d	e	f

- 3 Complete the sentences with the correct word. Listen again to check your answers.

- I'd _____ for new uniforms.
- We _____ that the blue shirt looked best.
- Actually, I _____ the white one.
- Let's try to make a _____ about the trousers.
- Yes, I'd _____ those too.
- My _____ is for the navy blue one with the zip.
- But then maybe we'll have too much _____.
- There aren't really enough _____ here.

Writing



- 1 You work at the international arts centre, and have received an email from the marketing department asking for your opinion about two possible posters to advertise a new series of events. Write an email in reply, commenting on the features of the two posters. Consider the following points:

- size
- colours
- specific features highlighted
- typeface / font
- slogan
- background.

For emphasis, you can use **far too + adjective / noun**.

I'm sorry, but the report's **far too long**. Please cut it.

We have **far too many** applicants. We can't interview all of them.

You can also use **not ... enough** with an adjective. Notice the word order:

He's **not tall enough**. (*not + adjective + enough*)

It **isn't loud enough**. I can't hear you.

Look

Look again at listening script 19.1 on page 119. Find more examples of **too**, **enough**, **much**, and **many**.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

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How to give opinions

In this lesson you will learn language for giving opinions, agreeing, and disagreeing.

Starter

- 1 Which of these things help you decide where to go on holiday?
 - food and restaurants
 - local transport
 - museums, galleries
 - nature, beaches, and wildlife
 - children's activities, sports
 - the weather
- 2 Which of these things help you decide where to choose a place for a conference?



Expressions

- 20.1
- 1 SpeediWings is a budget airline. In May they start weekly flights to Dubrovnik, Croatia. Robert and his colleagues are discussing an email advertisement. What two changes do they suggest?
- 20.2
- 2 Now listen to a later part of the meeting. How do they change the advertisement?
 - 3 Correct the sentences from the meeting. Listen again to check your answers.
 - 1 Well, the more important thing is to show what Dubrovnik's like.
 - 2 Yes, definitely. I shouldn't agree more.
 - 3 I do think it's a good idea at all.
 - 4 You've got to point there.
 - 5 I've not sure about that one either.
 - 6 About these links. My feel is that three is enough.
 - 7 Really? I'm happy I don't really agree.
 - 8 You can be serious!
 - 4 Look again at sentences 1-8 in 3. Which sentences:
 - a are used to give an opinion?
 - b are used to agree?
 - c are used to disagree?

Speaking

- 1 Discuss the following statements with your teacher. What do you think? Use the words in brackets to help you.
 - 1 Budget airlines are not good for business travel. (comfort, food / drink, times, airport location, ...)
 - 2 Budget airlines are ideal for family holidays. (times, price, destinations, ...)
 - 3 On business trips there is no time for sightseeing, so the place is not important.
 - 4 It is more relaxing to go back to the same places you know on holiday, and not explore a new country or city.

Language box

Some adjectives have two forms, *-ed*, and *-ing* endings. We use the *-ed* form to talk about how people feel:

I am **bored** with the same adverts.

We were **excited** about the new destination.

We use the *-ing* form to describe what causes the feeling:

The adverts are usually very **boring**.

The new destination is **exciting**.

Other similar adjective pairs include *interested - interesting*, *fascinated - fascinating*, *shocked - shocking*.

Hint

With a negative opinion, put **think** in the negative, and the idea in the positive:

I don't think it's a good idea to use email shots.

Writing

- 1 Your company wants to start using more email advertising, sending company product news to contacts on the mailing lists. You made the following notes during a meeting about this. Now write an email to the marketing department giving your opinion.

SpeediWings.com

Dubrovnik

New destination – book now!

Check out our routes for this summer from **Copenhagen** and **Stockholm**!

New flights weekly to **Dubrovnik**.

Book 1–30 April
Travel 1 May–30 June
From €39 one way incl tax!
SpeediWings destinations
SpeediWings timetables
Book now!

Extras?
Just a click away: Villas
Hotels
Holiday insurance
Airport transfer

Advantages

- cheap
- up-to-date mailing list
- easy
- can send to hundreds at the same time
- so quick, can send weekly mailshots

Disadvantages

- impersonal, no human contact
- no opportunity to talk to the receiver
- some people delete, don't read
- people hate spam so can give a bad feeling

The **-ed** forms take a specific preposition.

bored with
excited about
fascinated by
interested in
shocked at

He is **fascinated by** the history of the old city.

I was **interested in** his trip to South America.

They were **shocked at** the number of people who booked online.

Look

Look again at listening scripts 20.1 and 20.2 on pages 119–120. Find more examples of adjectives with **-ed** and **-ing**.

Lesson record

3 new words
from this lesson

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3 useful phrases
from this lesson

- 1
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Things to remember

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How to start and end a conversation

In this lesson you will learn language for starting and ending telephone conversations.

Starter

- 1 Look at the pictures of a woman trying to get through to a graphic designer. Put the pictures in the correct order.
- 2 How often do you have problems getting through to people?

Expressions

- 1 Find five mistakes in the dialogues in Starter.
- 2 Listen to check your answers.
- 3 Learn Elaine's part in each of the dialogues. Close your book and role-play the conversations with your teacher.
- 4 Listen to the end of the conversation and answer the questions.
 - 1 When does Harriet have to finish the flyer?
 - 2 What is Elaine going to do next?



Speaking

- 1 Role-play the following situations using the language from **Expressions**.
 - 1 You want to ask Hans Merschoff to design some new software for your accounts department by the end of March. First ask the receptionist for Hans, and then tell Hans what you want to talk about. Finally end the conversation, saying you will send him the specifications by email.
 - 2 First, you are a receptionist, and you put through a call from your teacher to Kioko Younie. Then, you are Kioko Younie. Talk to your teacher about a poster you have said you will design. Arrange to call your teacher back at the end of the week with your ideas.

Language box

Some verbs are often followed by another verb. In some cases we use the infinitive with *to* after the first verb:

- They'd like to have an answer by tomorrow.
- I want to speak to the manager!
- We forgot to send you a new bill.

After modal verbs, like *can* and *should*, and after *will*, we use the infinitive without *to*. Modal verbs are auxiliary verbs which indicate a function like permission, possibility, or ability.

- He can't get through to his colleague.
- You should receive the document by tomorrow.
- I'll get back to you by the end of the week.

Hint

When we want to agree with someone during a phone conversation, we can use the following words as an alternative to **good**: **right**, **fine**, and **great**.

Right. I'll make sure I call before then.

Fine. I'll send you the details by fax.

Great. I'll call you as soon as I receive it.

5 Complete the sentences with the words used for ending a phone conversation.

- 1 Fine. I'll send you an email _____, then.
- 2 Thanks for _____.
- 3 Don't forget to call me if you've _____ about my email.
- 4 Right. We'll speak _____ then.
- 5 OK. I'll call you _____ 5.00.

6 Match each of the phrasal verbs *put through*, *get through*, and *hold on* with its definition.

- 1 _____ to wait on the phone
- 2 _____ to reach someone by phone
- 3 _____ to connect one person to another

Writing

- 1 You are Elaine and you have the same problem getting through to Harriet another day. Complete the email to Harriet explaining what happens every time you try to call her. Use as many modal verbs and phrasal verbs from **Expressions** and the **Language box** as you can.

After **have to** and **be able to** we use the infinitive without **to**:

She **has to** finish the project by Friday.

We **weren't able to** contact you yesterday.

Look

Look again at listening scripts 21.1 and 21.2 on page 120. Find more examples of verbs followed by the infinitive with **to**, and modal verbs followed by the infinitive without **to**.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

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How to leave a voicemail message

In this lesson you will learn language for leaving a voicemail message.

Starter

1 How can these things make you late?



2 Are you ever late? Why?

Expressions

1 Ellis Harper is having a meeting at 12.30. He is not in his office. Listen to the messages on his voicemail and answer the questions.

- 1 What time is it?
- 2 Why is the speaker late?
- 3 Is it necessary to return the call?

Speaker	Time	Reason	Return the call?
1			
2			
3			

2 Now listen again. Which message are these expressions in?

Message	Expression
<input type="checkbox"/>	I'm calling to see if ...
<input type="checkbox"/>	Hi Ellis, John here.
<input type="checkbox"/>	Hopefully, I'll speak to you in a moment.
<input type="checkbox"/>	Just so you know ...
<input type="checkbox"/>	Bye for now.
<input type="checkbox"/>	Ellis, it's Rose.
<input type="checkbox"/>	See you in a bit.
<input type="checkbox"/>	Just to tell you ...
<input type="checkbox"/>	Hello Ellis, this is Sam.

Speaking

- 1 You are Ellis Harper returning Sam's call in **Expressions**. Sam does not answer his phone so leave him a voicemail message. Tell Sam there are usually some parking spaces in the street behind your office. Make a comment about everybody being late for the meeting. Finish the message.

Language box

Some verbs, called stative verbs, cannot be used in the present continuous when we refer to actions happening at the moment of speaking. Some stative verbs relate to feelings or emotions, e.g. *hate, love, like, and want*.

How do you like your new job?

It's Monday and I don't want to go to work.

Other stative verbs relate to mental activity, e.g. *know, mean, understand, and remember*.

She understands the problem and she's dealing with it right now.

I don't mean to be rude, but I don't remember your name.

Hint

We use the twenty-four-hour clock to talk about timetables.

The plane leaves at 14.45.

We pronounce **16.00** as **sixteen hundred hours**.

In normal conversation we can also use digital time, but we do not usually use the twenty-four-hour clock.

- 3 Write the expressions from 2 under the correct heading below.

To start the voicemail message

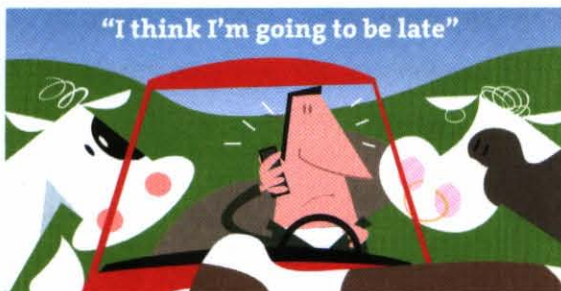
- 1 _____
- 2 _____
- 3 _____

To say the reason for calling

- 1 _____
- 2 _____
- 3 _____

To finish the voicemail message

- 1 _____
- 2 _____
- 3 _____



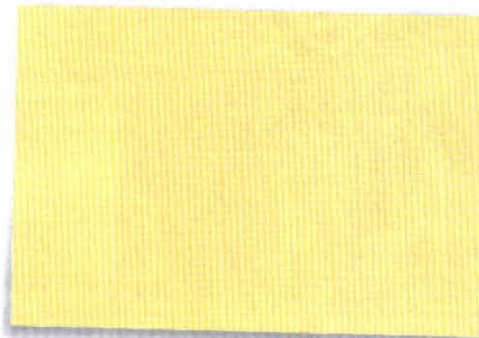
Writing

- 1 Read the following note from a colleague. How is it different from a more formal letter?

Hi Ahmed,
Will be late tomorrow cos have doctor's appointment at 9.30 am. Should be here by 10.30, but if not can you get documents ready for meeting at 11?
Thanks

Chris

- 2 Think of a reason for being late for work tomorrow. Write a short note to your colleague to explain. Ask them to do something for you while you are away.



The verbs *have* and *think* are stative verbs which can also be used in the present continuous, depending on their meaning.

My boss **has** a really good idea for the new campaign.

Mireia **is having** coffee right now.

I **don't think** we're going to finish the report on time.

They're happy because they're **thinking** about the holidays.

Look

Look at listening script 22.1 on page 120. Find more examples of stative verbs.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1 _____

1 _____

2 _____

2 _____

3 _____

3 _____

Things to remember

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How to deal with telephone problems

In this lesson you will learn language for difficult situations on the telephone.

Starter

- 1 What telephone problems does the receptionist in the picture have?



Expressions

- 1 Listen to Kiko take a difficult call. What problems does she have? Does she deal with the problems well?
- 2 Complete the sentences with words for dealing with problems on the telephone.

- I'm sorry, who's _____? Can you repeat _____, please?
- I'm _____, I still didn't _____ your name. Could you _____ it again, please?
- _____ me a _____. I've got another _____.
- Sorry _____ that. What can I _____ for you?
- I'm _____ I can't hear you.
- I think we got _____.
- Thanks. I'll _____ you straight _____.

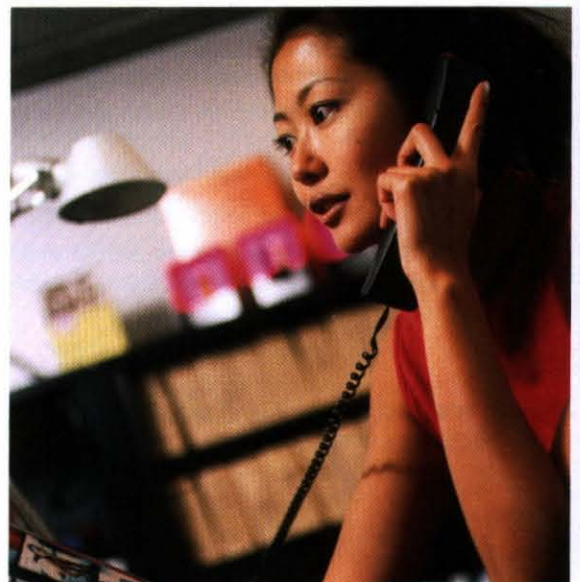
Speaking

- 1 You work with the following people:

Paula	David	Karen
Thoma	Alan	Maria.

Your teacher will call each of your colleagues in turn. Answer your teacher depending on the number you throw on the dice.

- The caller says something you cannot understand. (Continue the dialogue)
- It is a wrong number. (The call finishes)
- You do not recognize the caller. (Continue the dialogue)
- You are cut off. (The call finishes)
- Your phone rings with another call. (Continue the dialogue)
- You connect the caller to someone else in your office. (The call finishes)



Hint

When we try to fix a problem, but the problem continues, we use **still**. **Still** shows that there is no change in the problem.

The computer's not working. I'll just change the cable. No, it's still not working.

3 Look at the telephone dialogues. Correct the receptionist's rude responses.

1 **Caller** I'd like to speak to Matti, please.

Receptionist There's no Matti here.

2 **Caller** Ich möchte bitte mit Claudia sprechen.

Receptionist What?

3 **Caller** Oh hello. It's Mehmet here.

Receptionist Who?

4 **Caller** It's about the project.

Receptionist Wait. I have to answer the other phone.

5 **Caller** Hello, it's Mehmet again. We were speaking a minute ago.

Receptionist What happened to you?

6 **Caller** I wanted to talk to Stuart about the JW111.

Receptionist I don't know what you're saying.

Writing

1 Look at the note below. What does Luc ask Sara to do?

Hi Sara,

Sorry, but I'm not going to be in the office tomorrow.

Could you answer my telephone for me, please?

Thanks a lot. See you on Wednesday.

Luc

2 Imagine that you are not going to be in your office tomorrow. Write a note to a colleague to ask them to do something for you.

Look

Look again at listening script 23.1 on page 120. Find more examples of *can* and *could* for requests. There is one other use of *can* in the listening script. What is it?

Language box

When we ask for something, we often use the construction *Can I have ...*

Can I have your name, please?

Can I have a contact number, please?

If we want to sound slightly more polite, we can use the form *could*:

Could I have your bank details, please?

Could I have an email address, please?

We also use *can* and *could* to ask someone to do something for us:

Can you speak more slowly, please?

Could you repeat that, please?

We use *can* when offering to help other people:

Can I get you anything?

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1

1

2

2

3

3

Things to remember

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How to **make a follow-up call**

24

In this lesson you will learn language for commenting on a previous call.

Starter

- 1 Look at these ideas for celebrating the tenth anniversary of your company. What are the three different options? Which one would you choose? Why?

Animalia Nature Theme Park

Presents the ultimate experience!

Welcome drinks in the tropical jungle house.

Tour of the different ecosystems complete with dolphin show.

Dinner in the Oasis Restaurant.

A party with a difference.

€120 a head.

exclusive restaurant for your company celebrations

delicious five-course meal accompanied by a superb selection of the best wines

live entertainment by Comedy & Co. Incorporated

to follow, champagne, chocolates, and chill-out music

€150 a head

the **artichoke heart**

Top-class nightclub offers non-stop excitement.

Live music by top bands.

Free drinks from start to finish.

Celebrity guests making surprise appearances.

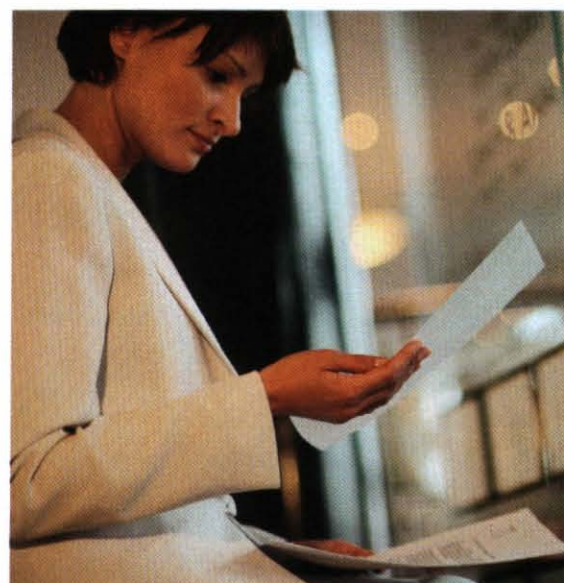
The night of your life!

€100 a head

Sight & Sound

Speaking

- 1 Choose one of the other events in Starter. You have already telephoned the place once to find out about the price and the main attractions. Think of three follow-up questions about:
 - food / drink
 - entertainment
 - price
- 2 Role-play a telephone conversation with your teacher and ask your three questions. You are the person organizing the celebration, and your teacher works for the venue you choose.



Hint

These three-syllable words are stressed on the first syllable: **popular, interested, comfortable**.

These three-syllable words are stressed on the second syllable: **delicious, expensive, exotic**.

Expressions

1 Anne Kechel wants to book Animalia for her company party. She spoke to Gerda Honne at Animalia once before, and is now making a follow-up call to ask for more information. Listen and answer the questions.

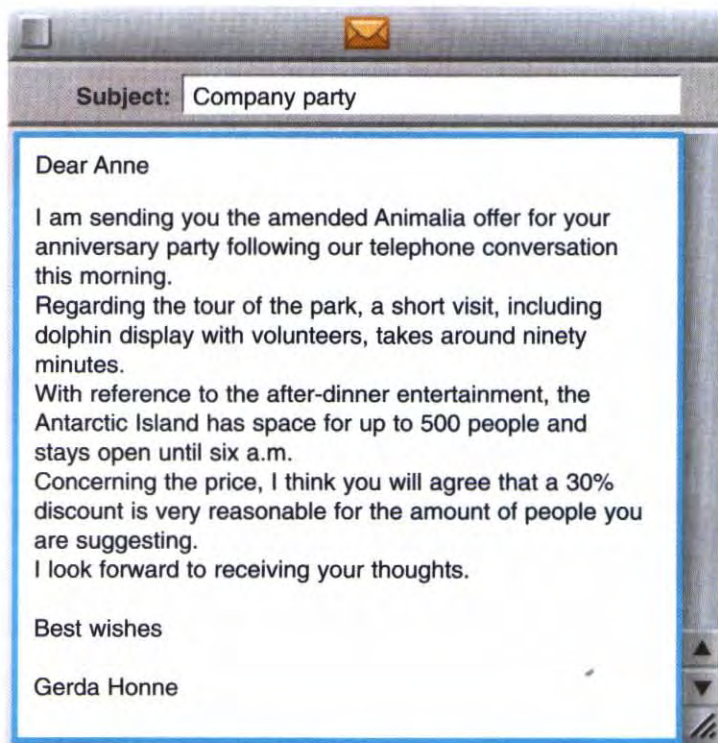
- 1 When did Anne and Gerda last speak?
- 2 What extra information does Anne ask for?

2 Complete the sentences with the words used for making a follow-up call.

- 1 We were _____ last week about _____ our anniversary party in Animalia.
- 2 I wanted to _____ you a few _____ before we make our final _____.
- 3 Well, you _____ a tour of the park when we _____.
- 4 Only we _____ think about this _____ week.
- 5 The price you _____ me is _____ person.
- 6 I'll _____ back to you next week _____ our decision, OK?

Writing

1 Read the email Gerda sends Anne. Which words are used to refer to topics from their telephone conversation?



Subject: Company party

Dear Anne

I am sending you the amended Animalia offer for your anniversary party following our telephone conversation this morning.

Regarding the tour of the park, a short visit, including dolphin display with volunteers, takes around ninety minutes.

With reference to the after-dinner entertainment, the Antarctic Island has space for up to 500 people and stays open until six a.m.

Concerning the price, I think you will agree that a 30% discount is very reasonable for the amount of people you are suggesting.

I look forward to receiving your thoughts.

Best wishes

Gerda Honne

2 Write a similar email based on your role-play in Speaking.

Language box

We use *really, very, or extremely* to make an adjective stronger:

The contract is **extremely** important.

The scenery is **very** attractive.

This book is **really** interesting.

We use *a bit* to make the adjective weaker:

The restaurant is **a bit** small for us.

We often use *a bit* when we are not happy about something:

Your music is **a bit** loud. Can you turn it down?

Look

Look again at listening script 24.1 on page 121. Find more examples of *really, very, extremely, and a bit*.

Lesson record

3 new words from this lesson

3 useful phrases from this lesson

1

1

2

2

3

3

Things to remember

How to take and leave messages

In this lesson you will learn language for dealing with telephone messages.

Starter

- 1 Look at the reasons why people may not be able to answer a phone call. Complete each one with one of the prepositions below.

on at on at in off

- 1 They are _____ another line.
 - 2 They are _____ holiday.
 - 3 They are not _____ their desk.
 - 4 They are _____ sick.
 - 5 They are _____ a meeting.
 - 6 They are _____ lunch.
- 2 What do you usually do: leave a message or call back later?

Expressions

- 1 Listen to four short telephone conversations and answer the questions for each dialogue.
- 1 Why can't the caller speak to the person they are calling?
 - 2 What does the caller do: leave a message or say they will call back later?
- 2 Now listen again. Complete the sentences with the words used for taking and leaving messages.
- 1 Can I _____ a message?
 - 2 Could you ask him to _____ me back, please?
 - 3 Can you _____ him a message for me, then?
 - 4 Could you _____ him I called and ask him ...?
 - 5 Shall I _____ her a message?
 - 6 Who shall I _____ called?

Speaking

- 1 Look at the messages and role-play the phone conversations. In each case you have to leave a message. Your teacher answers the phone.

Message for: Oscar Kinsley
Time: 11.25
Caller: Jürgen Richter
Company: RDK Transport Services

Message: Problem with delivery.
Wants you to call back.

Tel. no.: 0049 835 30925

Message for: Rose Lahiri
Time: 15.50
Caller: Linda Chong
Company: International Motor Group

Message: Called about March bill.
Wants you to send copy.

Tel. no.: 0086 9371 2860



Hint

We can say **fifteen minutes** or **quarter of an hour**. Similarly, thirty minutes is **half an hour**, forty-five minutes is **three quarters of an hour**, and **ninety minutes** is **an hour and a half**.

3 Have you ever forgotten to pass on a message? What happened?

4 Find six mistakes in the dialogue.

Erin Could I speak to Yann, please?

Receptionist I'm afraid he's on a meeting right now. I gave him a message?

Erin Yes, please. It's really important he gets it.

Receptionist Don't worry. I'll pass it on as soon as he finishes. Who I say called?

Erin This is Erin McCabe from Head Office. Can you tell to him that the meeting on Friday in Brussels has been cancelled?

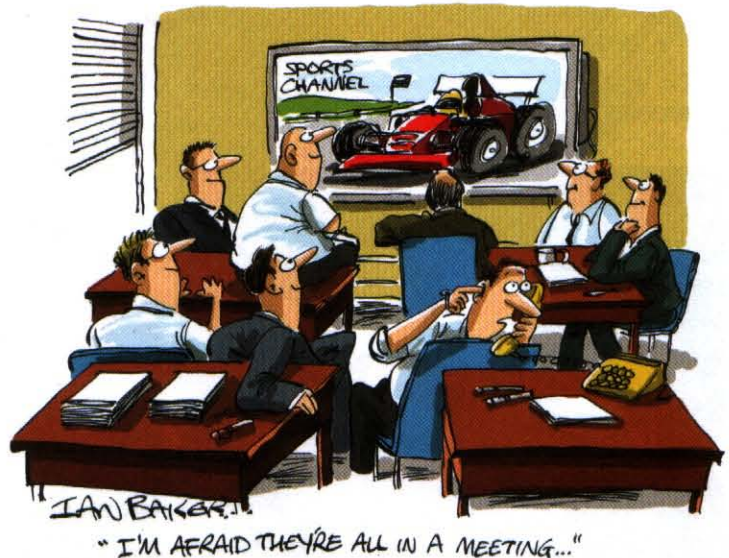
Receptionist Brussels meeting Friday cancelled ...

Erin Can you ask him to call back me as soon as possible?

Receptionist No problem. Do you give me a contact number?

Writing

- 1 We often omit words when writing messages. Look at the messages in **Speaking**. Which words are omitted?
- 2 Write a message for conversations 1, 2, and 4 in listening script 25.1, omitting the words which are not necessary.



Look

Look again at listening script 25.1 on page 121. Find more examples of **ask** and **tell** for leaving messages.

Language box

We often use **ask** and **tell** when we leave a message for somebody. We use **ask** with questions:

Can you **ask** her if she got my email?

Could you **ask** him when he wants the report?

We **tell** somebody information:

Tell him (that) I can't come to the meeting on Friday.

She **told** me (that) she was ill.

When we want somebody to do something, we use **ask** + person + infinitive:

Please **ask** him to send me a fax.

We can also use **tell** + person + infinitive:

Can you **tell** her to call me in the morning?

Lesson record

3 new words
from this lesson

- 1
- 2
- 3

3 useful phrases
from this lesson

- 1
- 2
- 3

Things to remember

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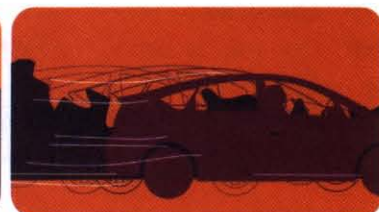
.....

How to use a mobile phone

In this lesson you will learn language for answering a mobile phone.

Starter

- 1 Look at the pictures and write down where the person is.
- 2 Do you answer your mobile phone in these situations? Why / Why not?



Expressions

- 26.1 • 1 You are going to hear six people answer their mobile phones. Complete the table.

Where are they?	Can they speak?
1	
2	
3	
4	
5	
6	

Speaking

- 1 Role-play a conversation with your teacher for each of the situations in **Starter**. When your teacher calls, roll a dice and look at the number below to find out how to respond.
- 1 polite - can't talk
 - 2 informal - can't talk
 - 3 informal - can talk
 - 4 polite - can talk
 - 5 informal - can't talk
 - 6 you choose how to answer



Hint

We use the word **plenty** to mean **more than enough**.
Don't worry. We've got plenty of time to get to the meeting.
We've got plenty of sandwiches, so please don't order any more.

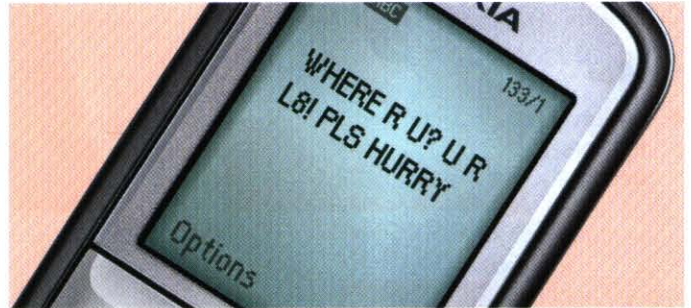
- 28.2 • 2 Now listen to two more responses. Are they more or less formal than those in 1?
- 3 Put the phrases in the correct column in the table below.
- Call me back in an hour, OK?
 - No, I've got plenty of time.
 - No, you're not disturbing me.
 - I'll call you right back.
 - No, it's all right. I don't mind.
 - Can't talk right now.
 - Would you mind calling me back this afternoon?
 - How can I help you?

When you can speak	When you can't speak

--	--

Writing

- 1 Look at the text message your colleague has sent you. Do you understand it?



- 2 Are the following necessary or unnecessary in a text message?
- correct spelling
 - complete words
 - pronouns
 - punctuation
 - opening and closing expressions
- 3 Write a text message of your own to reply to David. Explain you are in a taxi, because your car has broken down, and you will be about ten minutes late.

Look

Look again at listening scripts 26.1 and 26.2 on page 121. Find more examples of present continuous with *at the moment* and *just*.

Language box

We use the present continuous to talk about actions that are happening at the same time as we are speaking:

Who's Imelda talking to?

They're discussing the budget for next year.

When we want to emphasize the time that we are referring to, we can use the expressions *right now* and *at the moment*.

He's leaving the office right now.

What are you doing at the moment?

We can also use the adverb *just*:

I'm just getting into the lift.

We're just coming through the door.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1

1

2

2

3

3

Things to remember

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Telephone overview

In this lesson you will revise and practise the telephone expressions from lessons 21 to 26.

Starter

- 1 Which is the most difficult thing for you to do on the telephone in English? Put the following in order: 1 = the most difficult, 8 = the easiest.

- _____ answering a mobile phone when you are busy
- _____ starting a conversation
- _____ leaving a voicemail message
- _____ dealing with problems on the phone
- _____ making a follow-up call
- _____ taking a message
- _____ ending a conversation
- _____ leaving a message

- 2 Tell your teacher about a difficult phone call you have made.

Instructions

- 1 You will need a dice to play the game. The object is to win a line of four squares by throwing the dice and role-playing the conversations. Look at the instructions and play the game with your teacher.
- 1 You start. Throw the dice and look at the square with the same number. Do the role-play. Your teacher responds, where necessary. Then write your initials on that square to show you have won it.
- 2 Now your teacher throws the dice and repeats the process. If the square already belongs to one player, it is not necessary to role-play the conversation again, and the next player throws the dice.
- 3 If a player gets a six, they can choose a bonus square. They start the role-play as usual.
- 4 Continue until one player has four squares in a line, or all the squares have been won. If neither player has a line of four, the winner is the player with the most squares.

Practice

- 1 Match 1-10 with a-j to make complete sentences.

- 1 No, I'm a bit busy.
- 2 Speaking. Who's
- 3 OK. I'll call
- 4 Great. That'll
- 5 Yes, it's Chris Ettinger
- 6 Well, actually, I wanted to
- 7 Yes, we were talking last week
- 8 I'm afraid he's not in the
- 9 Yes, it's
- 10 Is that better? I'm going outside.

- a from Associated Fashion Lines.
- b 01 5443 00876.
- c ask you some questions first.
- d about a booking in February.
- e I'll call you back this afternoon, OK?
- f Can you hear me now?
- g you after lunch.
- h be good.
- i calling?
- j office right now. Who's calling?

- 27.1 • 2 Listen and choose a suitable response from the sentences above.

Leave a message on a colleague's voicemail, checking they have received an order.

BONUS

You call a wrong number. Apologize and end the call.

2

You call a British company, but the receptionist doesn't understand you at first. Spell your name for them.

3

Your colleague is having lunch. Leave a message with the receptionist to say when you'll call back.

4

Your colleague answers the phone, but you have a bad line. Offer to send an email.

5

You call a colleague, but they don't recognize you. Explain who you are.

BONUS

Apologize to a caller for cutting them off.

6

A colleague calls you, but you're driving. Tell them when you'll call them back.

BONUS

Interrupt your call to take another call. Apologize after you take it.

BONUS

Accept a call on your mobile. You've got ten minutes before a conference call.

7

Leave a message on your colleague's voicemail, explaining why you're going to be late.

8

Phone a supplier. Explain that you phoned them last week about some new posters.

9

Ask to speak to the Human Resources manager and explain to the receptionist what you want.

10

Call a colleague abroad and arrange a meeting for next week for when you visit their office.

11

Call a client to ask if they are interested in an offer you sent them last week.

BONUS

Your colleague is sick. Answer their phone and take a message from the caller.

12

How to **make first contact**

28

In this lesson you will learn language for contacting a person or company for the first time by email.

Starter

supplier /sə'plaɪə(r)/ a person or company that provides goods for other companies
supply teacher teacher employed

1 Put the sentences in the correct order to make an email.

- a _____ Zhang Xian
- b _____ My name is Zhang Xian and I am the Purchasing manager of PTK Ltd.
- c _____ I would be grateful if you could send me a brochure of your products and services.
- d _____ Yours faithfully
- e _____ Dear Sir
- f _____ I am interested in your new range of shelving.

Expressions

- 1 Look at these two first contacts by email and say which one you think is better, and why.
- 2 What is good / bad about each email? Answer the questions below.
 - Is it in the right style?
 - Is the greeting correct?
 - Is the information complete?
 - Is too much information included?
 - Does the reader know what to do next?
- 3 Look at the emails again.
 - 1 Find a more formal way to say:
we need _____
I think that _____
exactly what we want _____
tell us your price _____
I am from (this company) _____
send me an email _____.
 - 2 Find a way to end an email:
that begins *Dear Sir / Madam* _____
a friendly but polite ending _____.

Practice

- 1 Write a reply from the potential supplier to Mr Lasnier at duMidi. Try to include all the information below.
 - already happy customers in Italy and Spain
 - interested in new business in Europe
 - an order of that size is standard
 - six to eight weeks to ship via Saigon
 - many different models / designs - please say exactly what you want
- 2 Write a first email from your company to a potential supplier.

Language box

The difference between *make* and *do*:
do is usually about actions
make is usually about producing, or constructing.

However, there are a lot of different contexts for each verb.

Do for indefinite activities (often with something, anything, etc.):

Then she did something surprising.
I like doing nothing at the weekend.

Do for work or study:

I'm doing a Master's in Industrial Psychology.
I'm not going to do any work this afternoon.

Do + -ing:

We have to do a lot of thinking.
We should do some reorganizing of this office.

Hint

To say what your role in the company is, you can use **the person responsible for** + noun / gerund.

I'm the person responsible for purchasing / human resources / logistics.

Can I speak to the person responsible for technical specifications?

Dear Sir / Madam,

I represent duMidi, a supermarket chain with 25 branches in the south of France. I found your company by doing a search on the web for companies that make the shopping trolleys that people take to the shops and carry their shopping in. We are looking for a supplier in the Far East who could do an initial order of 1000 trolleys to our specifications at an acceptable price. If you are interested in doing business with us, please contact me by email in the next week to discuss terms and specifications.

Yours faithfully,

Jean-Claude Lasnier
Purchasing manager

Hello,

I understand that your company makes shopping trolleys. If you can make them to our specifications and for the right price, we will be interested in buying some. If you can make us an offer before the end of this week, please contact us by email. With 25 branches, the duMidi chain of supermarkets is a strong regional business in the south of France, and I am the person responsible for purchasing. I have worked for duMidi for ten years. Can we can do business?

Best regards,

Jean-Claude Lasnier
Purchasing manager

Make for constructing, creating, or building, etc.

Could you make a copy of this?

Let's make a plan.

Make can be used with two objects:

Can you make me a full business plan?

Some words that go (or collocate) with **do**:

work a job business someone a favour

Some words that go (or collocate) with **make**:

progress an offer a call arrangements

Look

Look again at the emails in **Expressions**. Find more examples of **make** and **do**. Group them under the rules in the **Language box**.

Lesson record

3 new words
from this lesson

1

2

3

3 useful phrases
from this lesson

1

2

3

Things to remember

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How to **get information**

In this unit you will learn language for finding out what you need to know in an email.

Starter

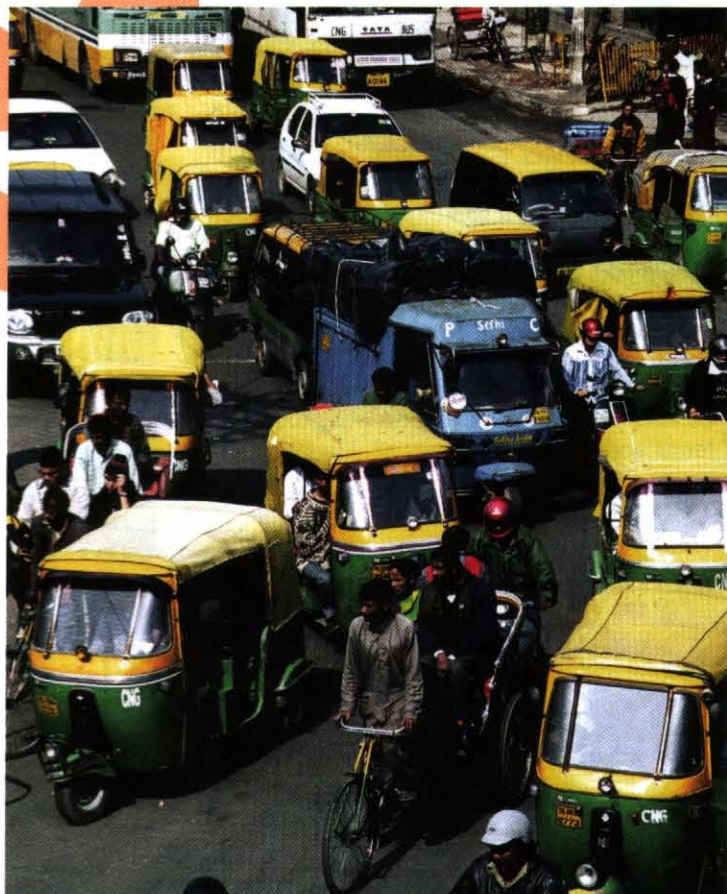
outsourcing /'aʊtsɔːsɪŋ/ closing a department inside a company, and giving the department's work to another company

outspoken /aʊt'spəʊkən/ saying

- 1 Read the definition of outsourcing and look at the list of company departments below. Which ones are the most likely to be outsourced?

- Cleaning
- Finance
- Security
- Catering
- Human Resources
- IT

Expressions



Practice

- 1 You will be visiting Luxembourg next month, and while you are there you would also like to attend a talk by a European Commissioner. Email the Commission office in Luxembourg to try to arrange it. Find out:
- if you can bring colleagues
 - if you have to pay
 - if you need security papers, etc.
 - where the talk is
 - if you can get the information by next Wednesday.

Language box

We use indirect language to get information politely:

- We would like to know if you are interested.
- I would like to know your availability.
- Can you tell me if you have the correct software?
- Could you tell me if the specifications are correct?

We also use indirect language to make requests politely:

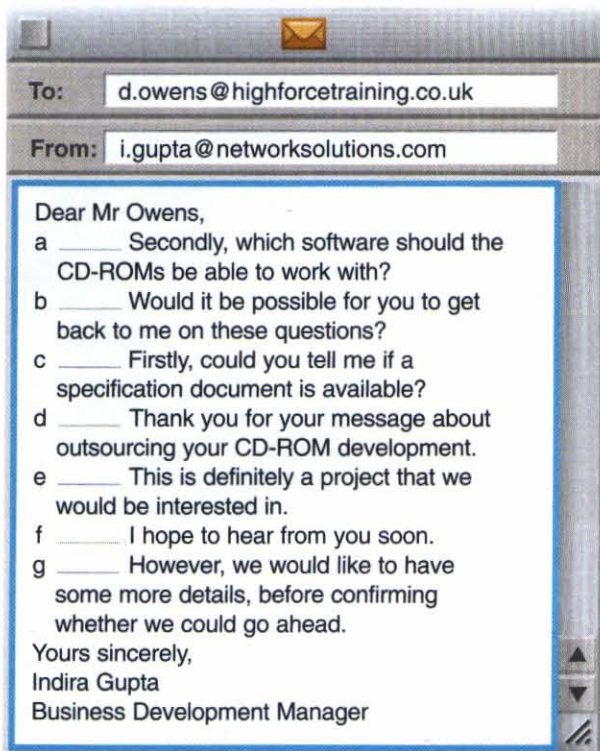
- Would it be possible to visit you next Thursday?
- Would it be possible for you to visit our factory?
- Would you be able to give us a discount?

Hint

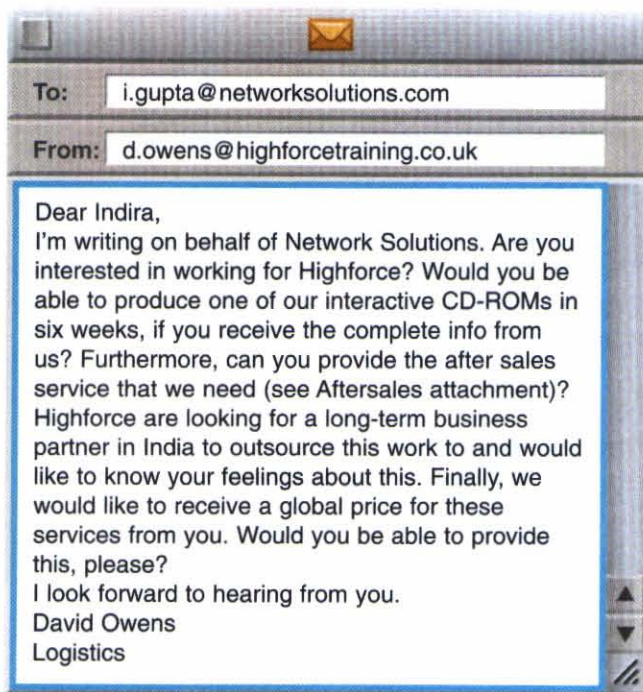
Let (us) know is a request for information.

If you have any problems with the installation, please let me know.
Please let us know if your system has capacity for 500 units.

- 1 David from Highforce Training left a message at Network Solutions about outsourcing CD-ROM development. Look at the reply and put the sentences into the correct order.



- 2 This is the email David Owens was going to send to Indira Gupta. How could you improve it?



- 29.1 • 3 David checked the email with his boss Marisa, before sending it. Listen to the dialogue and correct his email.
- 4 Did Marisa make the same changes as you?

We can use direct questions to get specific information:

What time will he arrive?

What is the budget for this project?

Look

Look again at the emails in **Expressions**. Find more examples of indirect language and *let us know*.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1

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Things to remember

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How to follow something up

In this unit you will learn ways to develop a business relationship by email.

Starter

to follow something up (phrasal verb) to react after receiving a piece of news or information by trying to find out more information about it

- 30.1
- Put this trade fair dialogue in the correct order. Then listen and check your answers.
 - Thank you.
 - Your product looks quite interesting.
 - Well, please take my card and get in touch.
 - Would you like to see how it works?
 - I'm afraid I don't have time right now.
 - Which verb on the recording means:
 - to make something faster? _____
 - to contact somebody? _____
 - to investigate more? _____

Expressions



- Think again about the next contact between Dr Abbas and Mrs Hanhisalo in Starter.

- Who would make the next contact? Would it be by phone or by email?
- What are the advantages and disadvantages of phone and email?

Practice

- Mrs Hanhisalo also wrote a follow-up email. Choose the best words to complete her email on the right.
- Write Mrs Hanhisalo's email reply to Dr Abbas' email in Expressions.
- Write an email following up a first contact you made recently at work or socially.

Dear Dr Abbas,

I would like to thank you for *visit / visiting* our stand at the Berlin trade fair last week. I enjoyed *to meet / meeting* you there and I hope that you found the fair useful. I remember that you were interested in *find / finding* out more about our new HPLC. *Would / Do* you like me to post our full brochure, including prices? I am sure that you would find this HPLC faster and more reliable than anything else that is *be / being* offered on the market at present. Naturally, installation, back-up, and training are all *included / including* in the price. If there is any more information I can help you with, please do not hesitate *to ask / asking*.

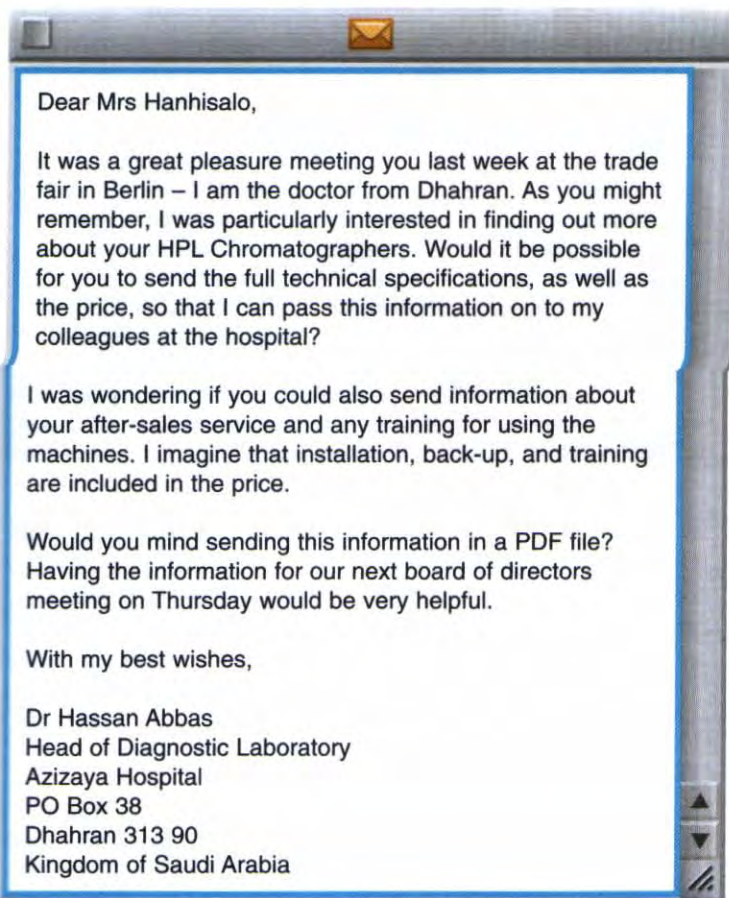
Best regards,
Dr Kirsi Hanhisalo
Development manager

Hint

As well as is a very common alternative to **and**. It is followed by a noun or pronoun.

Would it be possible for you to send the full technical specifications, as well as the current prices?

Dr Pavlov agreed with the idea, as well as Dr O'Neill.



2 This is the email that Dr Abbas wrote to Mrs Hanhisalo. Read the email. Mark the sentences true (T) or false (F).

- 1 Dr Abbas' hospital is definitely going to buy some of these machines. _____
- 2 Mrs Hanhisalo should send the information by courier. _____
- 3 The decision about buying these machines will be taken by a committee, not just one person. _____

3 What expression does Dr Abbas use to:

introduce himself?

a _____

introduce the main topic?

b _____

ask her politely to do something?

c _____

explain why he wants something?

d _____

ask her politely and indirectly to do something?

e _____

ask for a kind of computer file?

f _____

Language box

The gerund (or the **-ing** form) is very common in English. It can be used as the subject of a sentence or a clause:

Learning a new language is never easy.

Meeting you was a great pleasure.

As the object of a sentence or a clause, for example after **like, love, enjoy, mind, hate, dislike**:

She loves **getting** little surprises.

Would you mind **waiting**, sir?

After prepositions:

Is it true that you're frightened of **flying**?

We have no hope of **winning** this.

Look

Look again at Dr Abbas' email in Expressions. Find more examples of the gerund.

Lesson record

3 new words
from this lesson

1

2

3

3 useful phrases
from this lesson

1

2

3

Things to remember

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How to **book or buy by email**

In this lesson you will learn language for reserving and buying by email.

Starter

- 1 Have you ever bought or booked anything online? Tell your teacher:
 - what it was
 - the site
 - the cost
 - how you paid
 - extra money you had to pay (postage, etc.).
- 2 List the advantages and disadvantages of booking or buying online.

Expressions



- 1 A German company wants to rent new office space in Greece. Two of the staff are responsible for finding the new premises. Complete the sentences in the email on page 65 with the expressions below.
 - view the property
 - reach an agreement
 - if it is convenient
 - suit our needs
- 2 Mr Kuepper went to Greece and viewed the office. Afterwards, he sent another email. Choose the best words to complete the second email.

Practice

- 1 Mr Kuepper stayed at the Dionysios Hotel. Put the sentences (a-h) in the correct order to make his email reservation.
 - a Firstly, is breakfast included? _____
 - b I would like two single rooms with bathrooms for myself and a colleague, Uschi Lenz. _____
 - c Secondly, how much would these rooms be on those dates? _____
 - d I have two questions though. _____
 - e We would prefer quiet rooms. _____
 - f I hope to hear from you soon. _____
 - g I am writing to you to book rooms at your hotel. _____
 - h We will arrive on Monday 6th September and leave on Wednesday 8th. _____
- 2 Write emails with your teacher, about a process of buying or booking something. Include:
 - first email from client saying what is wanted, ask about availability and price
 - reply email from supplier answering questions and asking for more details
 - second email from client answering questions and buying / booking it
 - second email from supplier confirming the booking / order. Give extra details.

Hint

You can also use the verb **take** to say that you will buy something.

If the price is right, I'll take it.

We'll take it if you can guarantee delivery for next week.

Hint

You can start a sentence with **please** to make an imperative polite.

Please tell us when you will meet us at the hotel.

Please remember to switch off before leaving.

Subject: Office space for rent in Patras

Dear Sir / Madam,

We represent a large company based in Aachen, Germany, which is expanding its operations in Greece. We saw on your website that you have office space to rent in Patras that we think would ¹ _____. In the next week ² _____.

I would like to ³ _____ with my colleague Ms Uschi Lenz. If it is what we are looking for, I am sure we could ⁴ _____. I look forward to hearing from you,

Walter Kuepper
Project manager

Subject: Re: Office space for rent in Patras

Dear Ms Iliopoulou,

Thank you for *viewing / showing / looking* us the property in Patra. We have decided to take the premises, for an initial rental period of a year, beginning on the 1st of next month. Please send us your *offer / confirmation / booking*, with a copy of the contract in English. We would like to *accept / pay / sign* the contract this week, *pay / receive / sign* the deposit at the same time, and *pay / reach / confirm* the balance of the first six months' rent on the 1st (first) working day of next month.

Regards,

Walter Kuepper

Language box

When two words often go together, they **collocate**. Here are some frequent collocations for buying and booking.

You can: *confirm a booking, cancel a booking, receive confirmation of a booking.*

You can: *view a property, develop a property, show a property.*

You can: *make an offer, think about an offer, reject an offer, accept an offer.*

You can: *agree on a price, agree a date.*

You can: *pay a deposit, pay the balance.*

Look

Look again at the collocations in the Language box. Which ones could be used for booking something? Which ones could be used for renting or buying something?

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1

1

2

2

3

3

Things to remember

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.....
.....

How to complain by email

In this lesson you will learn language for complaining politely by email.

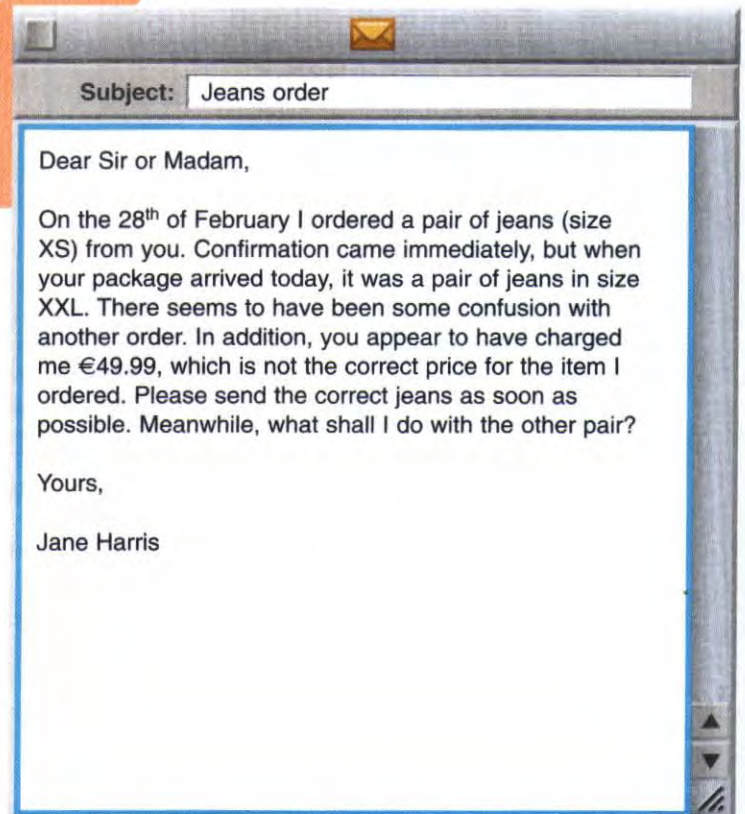
Starter

- 1 Look at the cartoon. What has happened?
- 2 Have you ever had to complain about something you bought?
 - What did you buy?
 - What did you do about it?



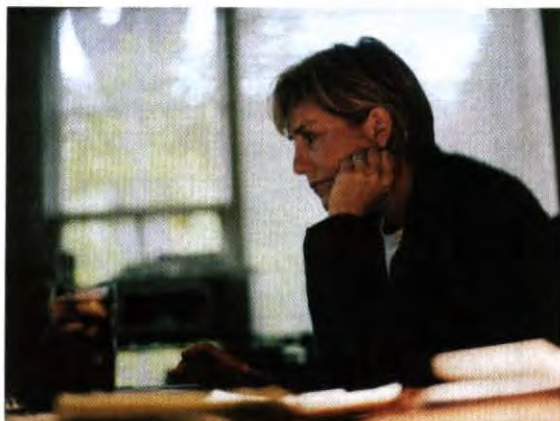
Expressions

- 1 Read the email below. Is it polite or impolite?



Practice

- 1 Use the language from **Expressions** and the **Language box** to make this complaining email more polite and effective. Try to add *seem to* and *appear to* to introduce mistakes or problems.



business one : one



Hint

To be polite, we often begin complaints with

I am afraid:

I am afraid there is a mistake in the invoice.

Hint

The noun form of **to complain** is **a complaint**.

Excuse me, I'd like to make a complaint.

There has been a complaint about our delivery.

- 2 Find expressions from the email which match the meanings below.**

I bought (by email) _____

you said you could supply it _____

what caused the problem _____

another thing is _____

I think your bill is wrong _____

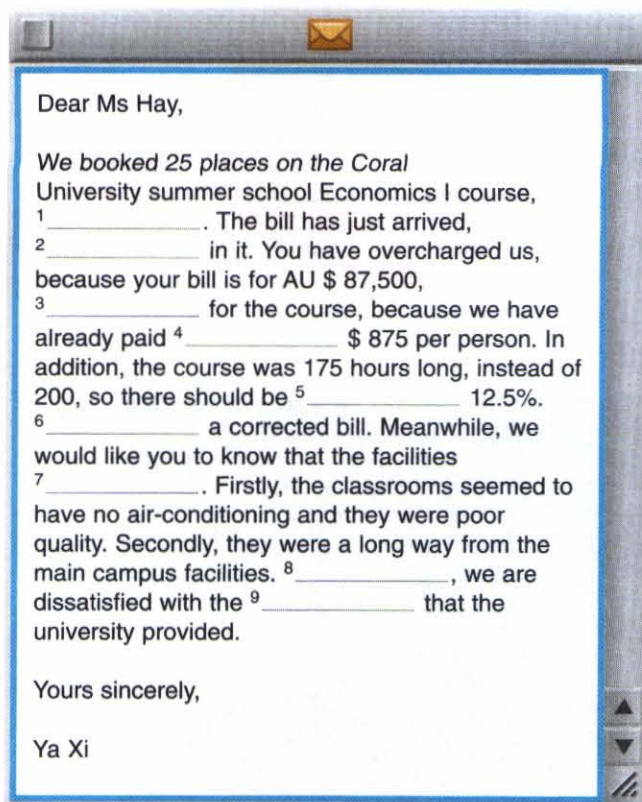
this is what I want you to do _____

tell me what to do _____

- 3 A group of students have done a summer course at a university. Read their email on the right. What four things do they complain about?**

- 4 Complete the sentences in the email on the right with the words used for complaining below.**

- were not of a very high standard
- a reduction of
- which we recently attended
- Please send us
- a deposit of
- which is not the correct price
- but I am afraid there is a mistake
- standard of service
- All in all



- 5 Look again at the emails in 1 and 4. Do they include any exclamation marks (!)? If not, why not?**

Language box

To complain, we often use the verbs *seem* and *appear*.

There *seems* to be something wrong.

You *appear* to have charged us €15,000 instead of €14,000.

Use these nouns to talk about mistakes:

I found two *mistakes* in the bill.

We think this must be an *error*.

Charged is a common verb used to talk about the wrong amount of money:

We feel that you have *charged* us too much.

Look

Look again at the emails in Expressions. Find more examples of *seem*, *appear*, *charged*, and nouns used to talk about mistakes.

Lesson record

3 new words
from this lesson

1

2

3

3 useful phrases
from this lesson

1

2

3

Things to remember

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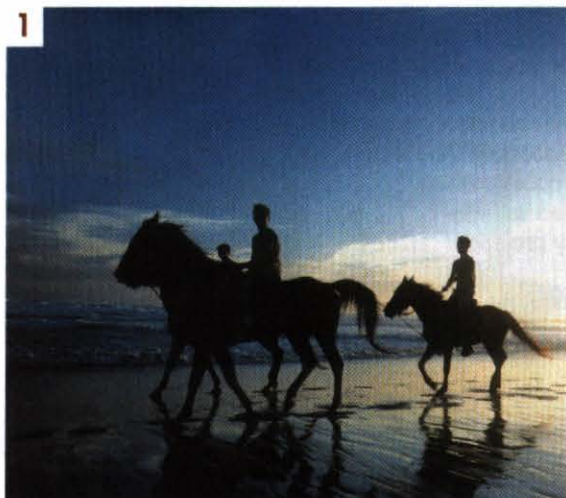
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Email overview

In this lesson you will revise and practise the email expressions from lessons 28 to 32.

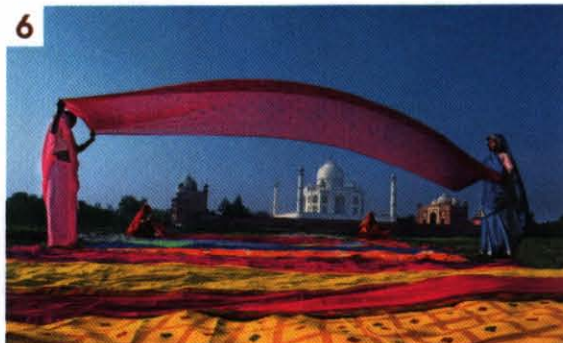
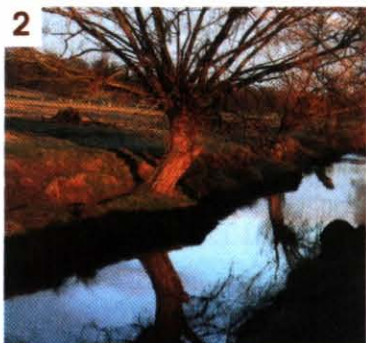
Starter

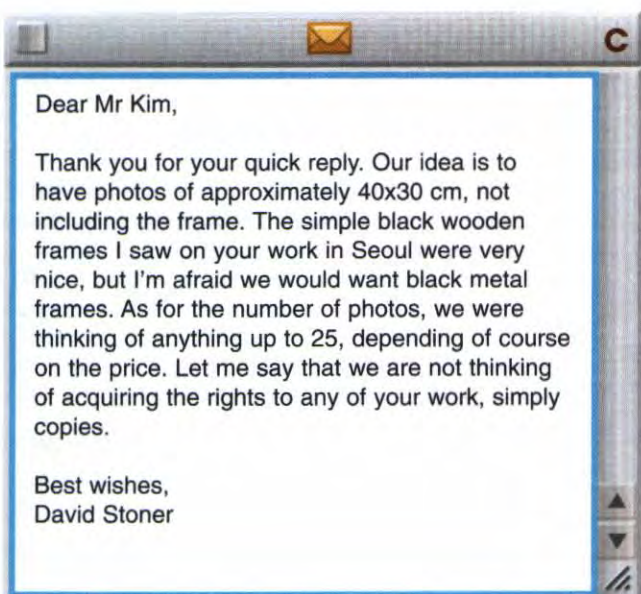
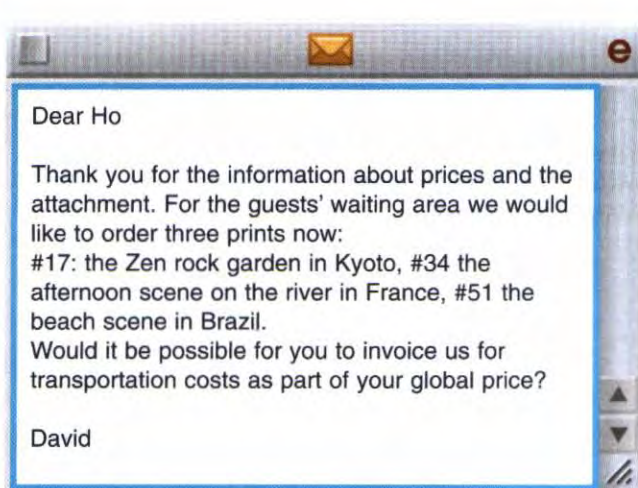
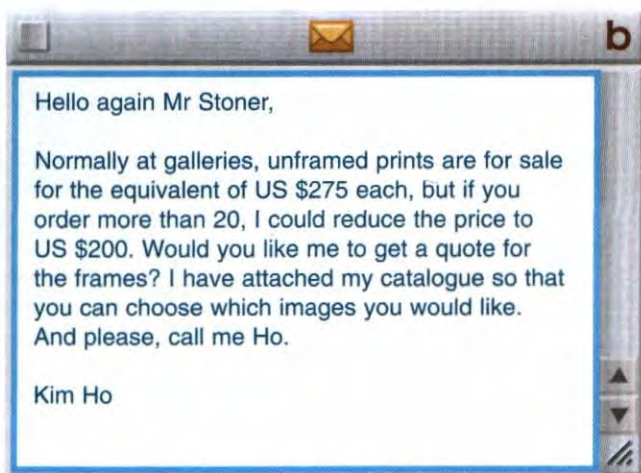
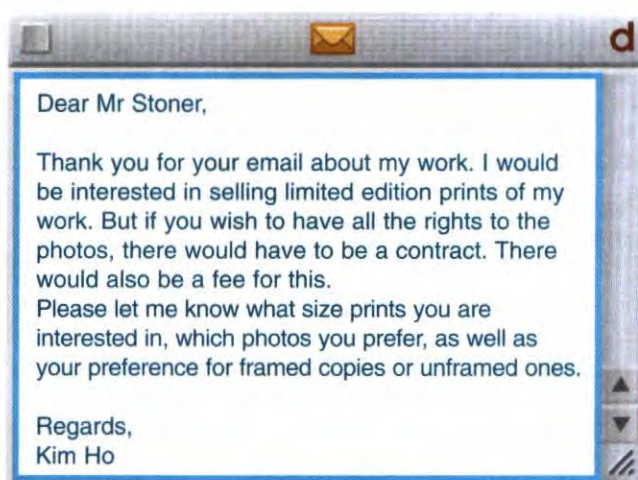
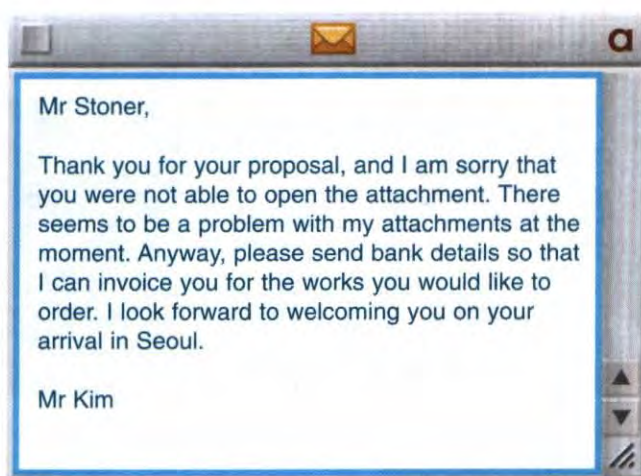
- 1 What does your office look like?
- 2 Are there noticeboards or pictures on the walls?
- 3 Do workers in your office decorate their working space in some way? How?



Instructions

- 1 Look at some of these emails quickly and answer the questions.
 - 1 Who is David Stoner?
 - 2 Who is Kim Ho?
 - 3 Why are these two people emailing each other?
- 2 One of the emails does not belong in the sequence. Which one? Why not?
- 3 Discuss the questions below with your teacher.
 - 1 Which of the photos 1–6 has Mr Stoner decided to buy?
 - 2 What expressions show that this sequence is polite but friendly?
 - 3 How do the emails change as the sequence progresses?
 - 4 In your culture, is it normal to be more direct or less direct than the two people in this sequence?
- 4 Tell your teacher about an email sequence you have been involved with.
- 5 Imagine that you are Kim Ho and your teacher is David Stoner. Role-play the negotiation with your teacher as if you were on the telephone.





How to deal with airport problems

In this lesson you will learn language to use when you land at an airport.

Starter

1 Put the phrases in the order they happen when you land at an airport.

- 1 You get off the plane.
- _____ You collect your suitcase.
- _____ You leave the airport.
- _____ You pass through Immigration.
- _____ You go to baggage reclaim.
- _____ You enter the arrivals hall.
- _____ You pass through Customs.
- _____ You find a trolley.

2 When was the last time you arrived at an airport? Tell your teacher what you did when you landed.

Expressions

1 Use the words from Starter to describe the pictures a-d.



a



b



c



d

34.1 2 Danilo arrives at Tokyo Narita International Airport. Listen to the two conversations and answer the questions.

- 1 Where exactly in the airport is he?
- 2 What problems does he have?

Speaking

1 Role-play the following situations using the language from the unit.

- 1 You arrive at Bangkok International Airport for a business meeting. Unfortunately, your luggage does not arrive in baggage reclaim, and you cannot see any taxis outside the airport. First, answer your teacher's questions at Immigration. Then ask your teacher about your suitcase and a taxi.
- 2 You arrive in San Francisco International Airport for a three-day conference. You need to make a phone call and you do not have any small change for the public phone. First, answer your teacher's questions at Immigration and then ask your teacher about a public phone and the coins you need to use it.

Language box

We use indirect questions when we want to be more polite:

Where is the bus station?

Can you tell me where the bus station is?

We can use the following at the start of indirect questions:

Do you know ...?

Can you tell me ...?

Could you tell me ...?

Do you have any idea ...?

Indirect questions have a different word order from direct questions:

Where can I make a phone call?

Do you know where I can make a phone call?

Hint

We use the expression **oh dear** to reply to bad news.

I've lost my passport. – Oh dear. When did you last have it?

My suitcase is broken. – Oh dear. How did that happen?

3 Listen again. Tick (✓) the phrases you hear.

- a I bought two bottles of spirits in the Duty Free. _____
- b What does it look like? _____
- c Passengers from outside the EU need to complete a landing card. _____
- d Do you know where I can change some money? _____
- e Can I have your passport, please? _____
- f Can you tell me which flight you were on, please? _____
- g Have you any idea how much it costs? _____
- h Nobody gave me anything to carry on the plane. _____

4 Match the phrases in 3 with the places below.

Immigration	Baggage reclaim
1	1
2	2
Customs	Arrivals hall
1	1
2	2

Writing

- 1 What problems have you had when flying?
- 2 Continue this email to a colleague you visited abroad. Tell them what happened when you landed. You can use ideas from **Expressions** or from the list below.
 - All the restaurants were closed.
 - You took the wrong bus.
 - The weather was very bad.
 - You left something on the plane.
 - Your bags were searched at Customs.

Dear Amy,
Thanks for taking me to the airport yesterday. The flight home was fine, but I had a few problems when I landed.

Best wishes
Jo

What time does the next train leave?

Can you tell me what time the next train leaves?

When there is no question word, we use *if*.

Do you know if I can change money here?

Can you tell me if this bus goes to the centre?

Look

Look again at listening script 34.1 on page 122.
Find more examples of indirect questions.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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1

2

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3

3

Things to remember

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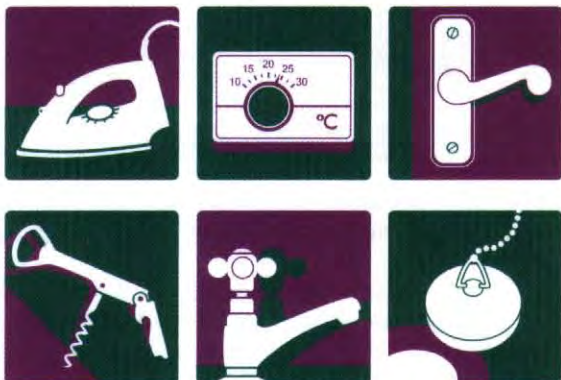
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How to survive in a hotel

In this lesson you will learn language for describing difficulties you may have in a hotel.

Starter

- 1 In the pictures there are some things you find in a hotel room. Sometimes they can go wrong. Do you know what they are called? If not, how can you describe them?



Expressions

- 1 Listen to three short dialogues. A hotel guest, Irena Alekseeva, has some problems, and talks to reception. She describes three of the items from **Starter**. For each one, write the problem in the table below.
- 2 Now listen again and write how the receptionist will help in the table below.

Problem	Help from the receptionist
1	
2	
3	

Speaking

- You are staying in a hotel. You cannot turn the heating down, and your room is too hot. Phone reception (your teacher) and explain the problem.
- You brought a travel iron with you, and just started ironing your shirt. Suddenly there was a small spark from the iron, and all the lights went out. Find the phone, and explain the situation to reception.
- You have arrived back at your room with some friends who have a bottle of wine. Unfortunately there is not anything to open it with. Phone the receptionist to ask for help.

Language box

If you want to arrange something, but you do not do it yourself, you can use *to have something done* (*have + noun + past participle*).

- I **had the car washed** last week.
(= someone else / a machine washed it)
- She **has her hair done** every Friday.
(= someone else washes and cuts it)
- They **had the posters designed**.
(= someone else designed them)

You can also use *to get something done* in the same situation, but it is less formal, used more in spoken English or emails:

- I **had the room cleaned**.
(= I got the room cleaned)

Hint

If you do not know the name of something, you can describe its use with **It's for ...** or **You use it to ...**

It's for opening wine bottles. (a corkscrew)

You use it to plug electrical things into. (a socket)

3 Listen once more. Complete the sentences with the words used by Irena Alekseeva.

1 Well, _____ the balcony door. I opened it, and now I can't shut it.
_____ lock.

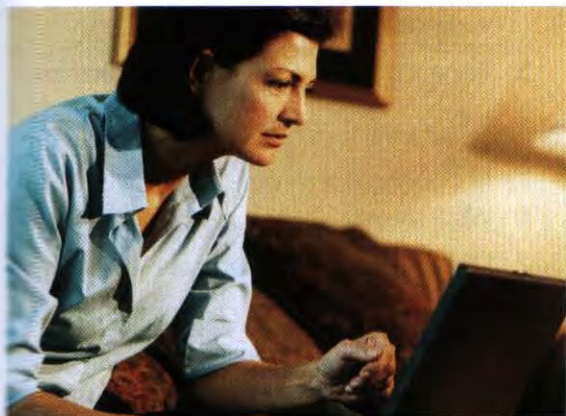
2 Could you _____?

3 I'd like, you know, something _____ clothes.

4 Oh, right. _____ now?

5 I can't turn the, um, the _____?

6 You _____ the tap?



Writing

1 You are Irena Alekseeva. You find a feedback form in your hotel room. Fill it in, making comments on some of the things which went wrong.

Hotel feedback form

Your opinion is valuable to us. Please complete the feedback form below marking each category 1–4 (1 = very satisfied, 4 = very unsatisfied).

	1	2	3	4
Prices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restaurant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Customer service / Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your room (clean, comfortable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities (TV, films, mini-bar, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other comments

You can use **to get someone to do something**. Again, this is also usually used more in spoken English and emails.

They got Marta to photocopy the documents.

Look

Look again at listening script 35.1 on page 122. Find more examples of **have / get something done**.

Lesson record

3 new words
from this lesson

1

2

3

3 useful phrases
from this lesson

1

2

3

Things to remember

How to eat out

In this lesson you will learn language for talking about and describing food in a restaurant.

Starter

- 1 Look at these typical dishes from Morocco in the pictures below. Have you ever eaten or tried these dishes? What do you think the ingredients are? Use the words below to help you.

beef lamb chicken fish
curry rice pasta semolina
pastry cooked vegetables



Expressions

- 36.1 • 1 Listen to three conversations in a restaurant in Morocco. Draw a line to mark the dishes that the customers order.

He She	orders	lamb beef chicken	tajine. kadide. couscous.
They	order	tea water	with mint. with ice.

- 2 Now listen again. Complete the sentences with the words used to describe food.

- Semolina? It's _____ wheat.
- It's _____ slowly cooked mixture of vegetables and meat.
- Tajine is another _____ casserole.
- Is it _____ semolina?
- I can't _____. It all sounds nice.
- What do you _____?
- I think _____ that.
- And what _____ drink: mint tea?

Speaking

- You are having lunch with your teacher in your country. Your teacher will ask about typical dishes. Describe them and decide what to order.
- Now role-play a situation in a restaurant in Morocco with the dishes shown in **Starter**.



business one : one

Hint

Dish, course, and plate are words that are easily confused:
dish – a kind of food that is prepared, e.g. lasagne, sushi
course – any of the separate dishes you have in a meal
plate – the thing that you serve the food on

3 Put this dialogue in an Italian restaurant in the correct order.

- a _____ I see, and what about this, this orecchiette tricolori? Is that a kind of pasta too?
- b _____ It's a kind of pasta, like macaroni but bigger.
- c _____ Hmm. It sounds good, but I think I'll have the rigatoni, please.
- d _____ And tricolori means 'three colours', I suppose?
- e _____ Are you ready to order?
- f _____ Yes, the three colours are made with vegetables and herbs.
- g _____ Yes, please. What is this, er, rigatoni?
- h _____ Yes, it's also a sort of pasta, in the shape of an ear, a little ear.

4 Now listen to check your answers.

Writing

1 For your company's in-house magazine, write a short description of how people eat in your country.

Describe:

- how many courses people eat
- what traditions there are
- what is acceptable / not acceptable
- what the typical dishes are
- any special rules when eating
- any influences of foreign cuisine in your country's food.



Look

Look again at listening scripts 36.1 and 36.2 on page 122. Find more examples of *will* and *shall*.

Language box

To express a decision that you have just made, we usually use *will*, in contracted form:

I'll have the soup.

We'll have red wine with that, please.

I'll phone you back later, if now isn't a good time.

We'll decide later, if you like.

I'll take the white one, please.

When you are making a suggestion or an offer, you can use *shall*:

Shall we get the bill?

Shall I pay?

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1

1

2

2

3

3

Things to remember

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.....

How to give directions

In this lesson you will learn language for giving directions in cities and office buildings.

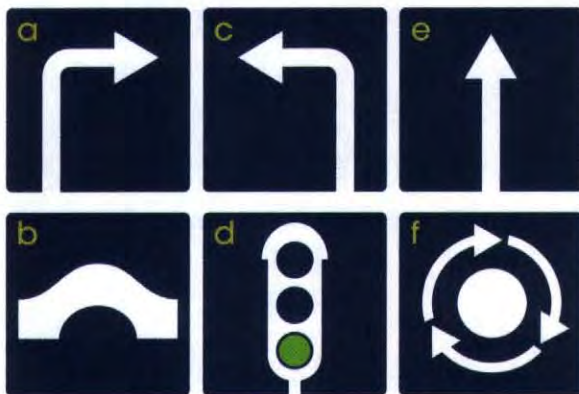
Starter

1 Write these numbers in words.

1st first 2nd 3rd 4th 5th 6th
7th 8th 9th 10th 11th 12th 13th
14th 21st 33rd

2 Match the directions and landmarks with the pictures below.

- turn left
- roundabout
- bridge
- turn right
- traffic lights
- go straight on



Expressions

- 37.1 1 Listen to Susana talking to Walter, a visitor from Liechtenstein. What is Walter's problem?
- 37.2 2 Now listen to the rest of Susana and Walter's conversation. Make notes of the directions that Susana gives. Listen again if necessary.
- 3 Match the questions (1-6) with the answers (a-f).
- 1 Are you nearly here?
 - 2 Where are you now?
 - 3 How do I get to your office?
 - 4 Where do I go when I come out of the station?
 - 5 Is it far?
 - 6 What do I do when I go into the shopping centre?
- a No, it takes about ten minutes.
b You can either take the train or the bus.
c You need to turn left and go up Castellana Street.
d I'm somewhere near Colón.
e First you need to go up the escalator.
f No, I'm afraid I'm a bit lost.
- 4 Tell your teacher about a situation where you got lost.

Writing

1 Write a reply to the following email.

Subject: Re: Office visit

Dear Bjorn
I'm arriving at the main railway station at 8.15 tomorrow and our meeting doesn't start until 9.30. I'm thinking about walking to your office so I can see some of the city on my trip. How far is it from the station to your office? Which is the best way to go? Can you email me today, so that I have some idea of how long it's going to take? Thanks for your help.
Best wishes

Janine

Empty email reply box for writing a response.

Hint

Near indicates something is not far away.

My office is **near** the central bus station.

Nearly means **almost** or **not completely**.

We're **nearly** there. It's just around the corner.

Speaking

1 Where are these places in the city where you work?

- the central bus station
- the main railway station
- the nearest airport
- the best place to take a taxi
- the nearest underground station

2 Role-play this conversation. Your teacher is a visitor from another company and your meeting together has just finished. Your teacher will ask you how to get to the places in 1, and you need to give exact directions. Use as many phrases from **Expressions** and the **Language box** as possible.

Look

Look at listening scripts 37.1 and 37.2 on page 123. Find more examples of verb + preposition to give directions, and *get* meaning *to arrive*.

Language box

When we are giving directions, we often use the verb *go* with *into*, *out of*, *up*, *down*, *over*, *under*, *round*, *across*, and *through*:

Go up in the lift.

Go past the museum.

Go round the corner.

We can also use these prepositions with verbs like *come*, *walk*, *drive*, and *run*:

Come out of the car park.

Walk over the bridge.

Drive down the road.

Run through the park.

We use *get* to talk about arriving somewhere:

Turn right when you *get* to the top.

Call me when you *get* here.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1

1

2

2

3

3

Things to remember

.....

.....

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.....

Travel overview

38

In this lesson you will revise and practise the travel expressions from lessons 34 to 37.

Starter

- 1 Which of these do you like / dislike? Why?
- arriving in a new place, and not knowing your way around
 - staying in a hotel you do not know
 - eating out with people you do not know
 - going to conferences
 - visiting museums and galleries / sightseeing

Instructions

- 1 You are going to play a travel game. You are at a conference in Newcastle. You will need a counter each and a coin. Toss a coin to move (heads = move one square, tails = move two squares). Each square presents a situation to role-play. You may need to look at the pictures and information to do this. Forfeit squares – go back one square. Lucky squares – go forward one square.

The Sage Gateshead

On Gateshead Quays, the newest place for the best music in the North.

Friday, 7.30pm, Northern Sinfonia
Saturday 7pm – Folk Stars
Saturday 10pm – Late night jazz

Nearest Metro stop: Gateshead, or bus Q1 from Central Station



NIA Newcastle International Airport

Connections

Getting to town

By metro

The metro station is next to the main terminal building. The metro runs every 7 minutes, and the journey takes 23 minutes to Newcastle Central Station.

By bus

To Eldon Square shopping centre (Monument metro stop), central Newcastle, take bus no. 75, 76, or 77. Buses run every 30 minutes.

Travel connections

the
cellar
inn

Starters

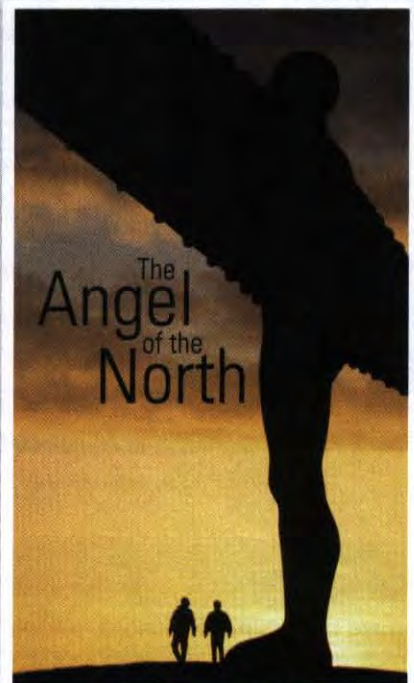
Cock-a-leekie soup
Melon with maraschino cherries
Kipper pâté with melba toast

Main

Steak and kidney pie
Mushroom risotto (v)
Northumberland sausage with mashed potato and Yorkshire pudding
Trout with almonds

Desserts

Trifle
Bakewell tart
Apple pie with ice cream or custard



Visit one of Europe's most impressive sculptures, 20m tall, 54m wide.

Directions: Take bus 21, 21A, or 21B from Gateshead bus station.

Journey time: 25 minutes



Whitefriars Hotel

Grey Street
Newcastle
NE1



START



Your suitcase hasn't arrived. Go to the baggage reclaim, and give your flight and hotel details. See Whitefriars Hotel Information.

You want to get to the town centre. Ask about the metro and buses at the Information Desk. See Map.

Your colleague did not arrive to meet you. Ask where there is a public phone, and what coins you need. See leaflet, Newcastle Airport.

Friends are meeting you at the airport. They offer you a lift into town.

You take a taxi to town. Ask the driver (your teacher) what there is to do and see in Newcastle. See leaflets.

LUCKY

FINISH

Congratulations! You have won the game!

You want to hear some live music. Ask your partner what's on this weekend. Decide what you want to go to. See leaflet, The Sage.

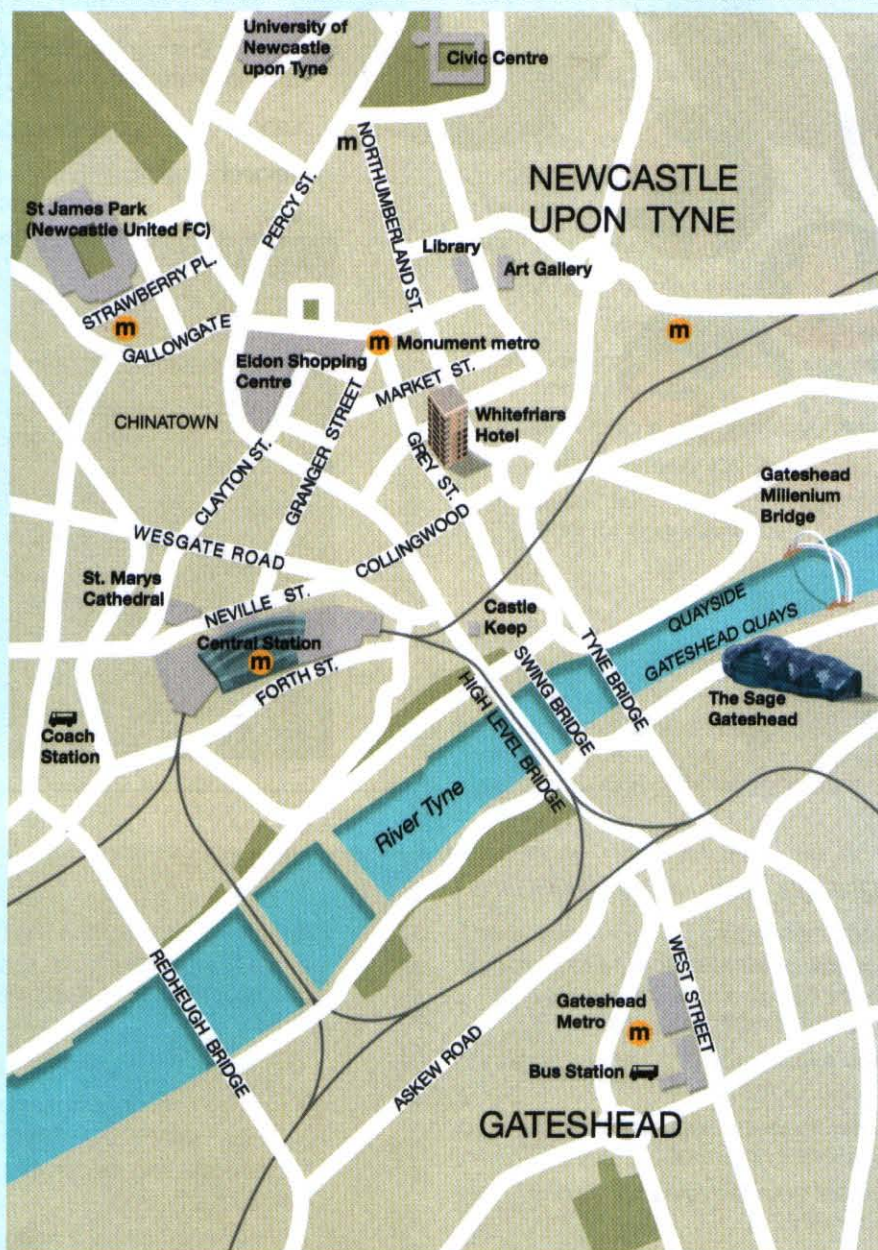
Museums and Galleries are free on Sundays.

LUCKY

Someone at the conference asks you about your home town. Describe it.

You want to see the Angel of the North statue. Ask your partner how to get there! See leaflet, The Angel of the North.

Choose a place on the map (in secret). Tell your partner how to get there from the Sage Centre. See map.



You get to your room, but it's facing the street, so it'll be very noisy. Ask reception for a different room.

You have a card key to open your door, but you can't find it. Maybe you dropped it. Phone reception to explain the problem.

Your flight is two hours late.

FORFEIT

You have some bottles of beer, but nothing to open them with. Phone reception, describing what you want.

Tomorrow you have to get up very early. You want the hotel to wake you. Phone reception.

You are in a restaurant. Think of three questions you can ask your partner.

The menu doesn't include tax. 17% has been added to the bill!

You are chatting over dinner. Tell your partner how to cook a famous dish from your country.

Tell your partner about a memorable meal you had once in another country. Describe each course.

Look at the Cellar Inn menu. Give the waiter your order. See leaflet, Cellar Inn Menu.

The restaurant has your favourite English beer.

FORFEIT

LUCKY

How to use the present

In this lesson you will learn how to talk about the present.

Starter

- 1 Look at the cartoon. Do you like doing these activities in your spare time?



Grammar

- 1 Angela and Robert work for the same company. It is Friday. Listen to their conversation and answer these questions.

- 1 What is Robert doing on Saturday?
- 2 What does Robert's brother do?

- 2 What is the connection between Robert's brother, Peter, and these places?

London _____
 Ireland _____
 Kiev _____
 Odessa _____
 Korea _____
 Brazil _____

- 3 Complete the sentences with the verbs in **bold**. Then listen again to check your answers.

- 1 Is that your brother who **work** in Ireland?
- 2 He **work** on a new factory there at the moment.
- 3 How long he **be** there?
- 4 He always **travel** between the two cities and it's a long way.
- 5 He finds that very frustrating. But he **love** Kiev.

Language box

The present simple

We use the present simple to talk about situations that are true, facts, scientific information, and timetables.

They export most of their production to Europe. (= fact)

Water freezes at zero degrees centigrade. (= scientific information)

The first train leaves at 07.30 a.m. (= timetable)

We also use the present simple for routines or actions that we do regularly.

She works Monday to Friday, but **she never works** at the weekend.

The present continuous

We use the present continuous to talk about actions or situations happening at this moment in time.

Oh no! Look! **It's raining** again!

We use the present continuous for actions or situations happening around now.

The marketing department is preparing a new brochure.

The new machine is selling very well.

We use the present continuous for temporary or provisional situations.

We're importing a lot from Chile because of the situation in Europe.

They are using the fax machine because **their server is not working**.

Hint

Use the adverb **always** with the present continuous to show that something makes you angry.

He's always arriving late for meetings.

You're always phoning me about little problems.

Practice

1 Complete the sentences with the correct form of the verb.

- 6 Anyway he has two more months there and then he **move** to a new project in Korea.
- 7 What he **do** in his spare time when he's in all these different countries?
- 8 In the Ukraine he **go out** a lot in the evenings because the people **like** to invite you to their homes.
- 9 How often you **see** him?
- 4 Tell your teacher everything you know about Robert's brother.



- 1 Our company *exports* / *is exporting* 35% of its production every year.
- 2 I can't give you a price. I *wait* / *am waiting* for the new price lists.
- 3 What *do you do* / *are you doing* tonight? How about dinner with me?
- 4 How long *are you working* / *have you worked* here? About ten years now.
- 5 *Do you live* / *Are you living* near your office?
- 6 How often *does she visit* / *is she visiting* you? About twice a year.
- 7 I *don't see* / *haven't seen* Mary for nearly a year.
- 8 German people *work* / *are working* about forty hours per week.
- 9 How long *is she studying* / *has she studied* English? Since February last year.
- 10 Hello? Tom? Listen! I *am waiting* / *wait* in the car park for you. Hurry up!

Look

Look again at listening script 39.1 on page 123. Find more examples of the present simple, present continuous, and present perfect.

Remember that stative verbs (*think, know, like, love, hate, etc.*) do not usually use the continuous tense.

I love this soup. It tastes delicious.

The present perfect

We can use the present perfect to speak about actions or situations that began in the past and continue now.

I **have worked** for this company for five years.
(= I started five years ago and I continue to work for them)

I **haven't seen** him since May.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1

1

2

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3

Things to remember

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How to use the past

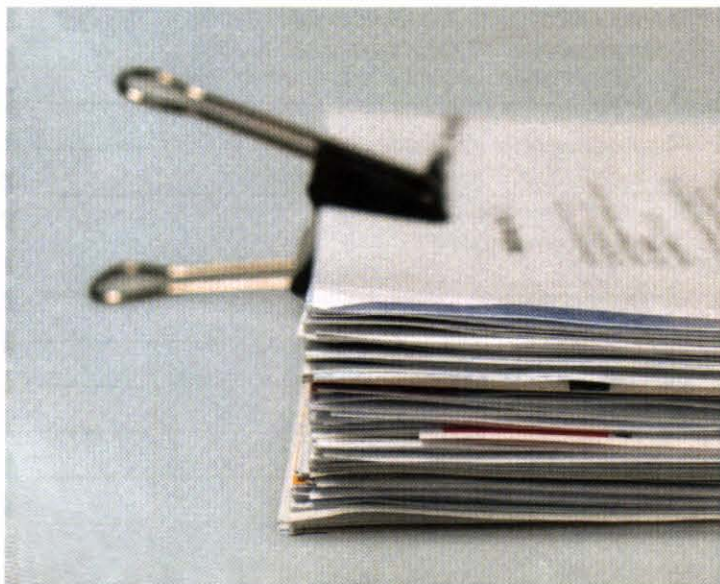
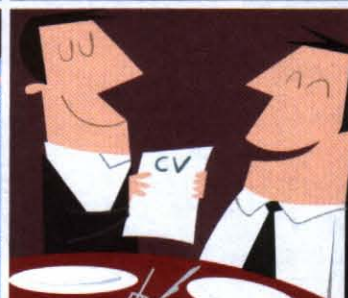
In this lesson you will learn how to talk about the past.

Starter

left drank stopped ate
fell took met went looked
put got parked broke flew
rang built said arrived invited
paid called lost
had came offered
told started wanted won
caught gave thought
drove

- 1 Circle the regular past simple forms.
- 2 Tell your teacher the infinitive of the irregular past simple forms.

Grammar



Language box

We use the past simple to describe actions completed at a definite past time. Regular verbs form the past by adding **-(e)d** to the infinitive.

clean – cleaned arrive – arrived

Note: stop – stopped study – studied

Irregular verbs have different past forms.

write – wrote buy – bought teach – taught

The past simple of **be** is **was** or **were**.

It was a beautiful day.

We weren't late today.

We form the negative with **did not** and the infinitive:

I didn't walk to work today.

He didn't go to the meeting yesterday.

Hint

The **-ed** ending of regular past simple forms can be pronounced in three different ways.

/t/ finished

/d/ closed

/id/ decided

Practice

1 Make questions to ask Ralf about his story. Put the verb in the past simple or past continuous.

- 1 Where / have a meeting?
- 2 What / do with your briefcase?
- 3 Why / the man call you?
- 4 What / the man see?
- 5 What you / offer the man?
- 6 What / the man look for?

2 Your teacher will ask you the questions. Answer the questions as if you are Ralf.

3 Tell your teacher about a situation where you lost something. Use the questions to help you.

- 1 Where were you?
- 2 Who were you with?
- 3 What did you lose?
- 4 What were you doing when you lost it?
- 5 What did you do next?
- 6 Did you find it in the end?

Look

Look again at listening script on 40.1 page 123. Find more examples of the past simple and past continuous.

1 Look at the picture story. What do you think happened?

2 Listen to Ralf telling the story and underline the verbs you hear in **Starter**.

3 Correct the information in the sentences.

- 1 He wanted to have lunch in a Chinese restaurant.
- 2 Ralf left his car on the road.
- 3 It was raining.
- 4 Ralf walked to the restaurant.
- 5 The man was waiting at the restaurant.
- 6 Ralf invited the man for a drink.
- 7 The man gave Ralf his mobile number.
- 8 He said he was looking for a new car.

4 Imagine you are the woman Ralf told his story to. Using the verbs from **Starter** and the phrases you corrected in 3, tell Ralf's story to your teacher in as much detail as possible.

We use the auxiliary **did** with the infinitive to form **yes / no** questions:

Did you have a good weekend?

Did you finish the report yesterday?

We use the past continuous for long, unfinished actions in the past. We use **was / were** with **-ing**:

I **was driving** to work at seven o'clock yesterday morning.

They **weren't listening** to the presentation at all.

We often use the past continuous when a past action is interrupted.

We **were having** coffee when the boss walked in.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

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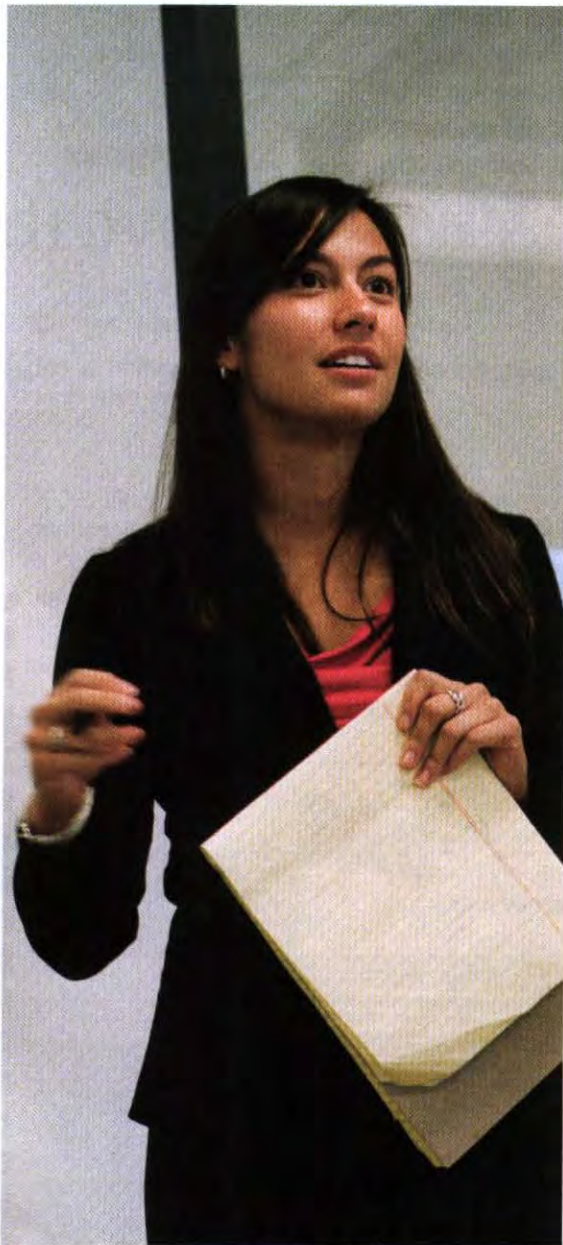
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How to use the future

In this lesson you will learn how to talk about the future.

Starter

- 1 What training opportunities does your company offer its staff?
 - language training (which languages?)
 - IT skills
 - management skills
 - communication skills
 - other



Grammar

- 1 Catherine Fox works as a freelance trainer. She receives the following email. What important information does she get?
 - training topic
 - who is coming to the course
 - training times
 - extra information
- 41.1 2 Catherine finds three things she is not happy with. She phones the Warsaw office. Write down the changes she wants.
- 41.2 3 Catherine phones back later the same day with some other requests for the training session. Listen, and correct the information in the sentences.
 - 1 Catherine is taking her laptop to Warsaw.
 - 2 Catherine is sending the photocopies this week.
 - 3 They will confirm these requests in writing.
 - 4 Catherine is taking eggs and string with her to Warsaw.
- 4 Which tenses are used for the verbs in sentences 1-4 in 3? Why?

Language box

Will

Use *will* for the future for announcing decisions, and making promises:

Oh! We haven't got any more coffee. I'll get some when I go out.

He says he'll finish it by Friday.

Also use *will* for facts, or when we are certain about something:

Sandra will be thirty next week.

The elections will take place in April.

We use *will* when we expect / believe something to happen, but we are not sure:

I think he'll get the job. He seems the right person for it.

Hint

We usually use the present continuous with a time phrase, e.g. **on Saturday / at 2.30 / for lunch.**

Practice

- 1 Write Catherine's email to confirm her requests.
- 2 Complete the sentences with the correct form of the verb.
 - 1 *We're going to go / We'll go* to Paparazzi's on Friday. Takeshi has booked a table for 8.00 p.m.
 - 2 Hey, look at the forecast for tomorrow. Perfect for the barbecue! *It's being / It's going to be* dry and sunny.
 - 3 What about your summer holiday?
Well, we're discussing / we discuss it next week when Alain's back from Paris.
 - 4 Do you have the final schedule?
Oh! I nearly forgot. I'll get / I'm getting it right now.
 - 5 Have you had your interview yet?
No. I'm doing / I'll do it at 3.00 this afternoon.
 - 6 Right. Monday at 11.00?
Oh, I'm sorry. I'm doing / I will do a talk at the University. Is the afternoon any good?
 - 7 I think Adams *is winning / will win* the next election. He's very popular.

Look

Look again at listening scripts 41.1 and 41.2 on pages 123–124, and the email in **Grammar**. Find more examples of *will*, *going to*, and the present continuous used to talk about the future.

Present continuous

We use the present continuous for the future when plans are fixed, or in the diary.

They're spending a weekend in Rome in June.

Are we meeting at 10.30 or 11.30 to discuss the contract?

Going to

Use *going to* to talk about intentions:

I'm going to phone Jack this afternoon to ask where those proofs are.

I'm interviewing this afternoon, so *I'm not going to* answer those emails until tomorrow.

Lesson record

3 new words 3 useful phrases
from this lesson from this lesson

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|---------|---------|
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| 2 | 2 |
| 3 | 3 |

Things to remember

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How to make questions

In this lesson you will learn how to form different types of questions.

Starter

How long
How much Which Whose
How many Why
What Who Where
When How How far

1 Find a question word that means:

For what reason?	What price?
What time?	What distance?
What amount of time?	What person?
What number?	What place?

Grammar

1 Sue Bean manages a singer, Carlton. She is arranging some work with the manager of a holiday resort in California. Before you listen, match the questions (1-10) with the answers (a-j).

- 1 Where's he from?
- 2 How old is he?
- 3 What does he look like?
- 4 Does he play electric or acoustic?
- 5 Is he reliable?
- 6 Has he played in resorts before?
- 7 Who writes his songs?
- 8 Has he recorded anything?
- 9 Have you brought a demo CD?
- 10 Can he play next month?

- a Both.
- b Of course. Here, take a listen.
- c Denver, Colorado.
- d Absolutely. 100%.
- e Probably, it depends on the week.
- f Forty-eight.
- g Not much, he's done hotels and bars mainly.
- h Yes, but not commercially.
- i He does himself, but he does covers too.
- j Well, look, here are some photos.

Language box

Yes / No questions

Questions that have a *yes / no* answer begin with an auxiliary verb. The auxiliary verb comes before the subject.

Are your products fully guaranteed?
Have you met my partner, Silvia López?
Would you like to meet later?

In the present, use *do* when there is no other auxiliary verb.

Do you like your job?
Does Mr Vickery know you're here?

In the past, use *did* when there is no other auxiliary verb.

Did you speak to the manager about this?

Wh- questions

We use an auxiliary verb with question words. The question word and auxiliary verb come before the main verb.

Who does she work for?
When will he leave?

But we do not use the auxiliary *do* when the question word is the subject of the sentence. The *wh-* question word is before the verb.

Who wrote this?
(subject = who, verb = wrote)
What happened?
(subject = what, verb = happened)
Which costs less - the MK5 or the MK17?

Hint

How come is a very common, easy informal question form. It means **why**.

How come you're working on this?

How come nobody has answered them?

Hint

When the speaker thinks they have understood, but wants to check or express surprise, they can say a sentence and raise their intonation at the end.

You phoned the Head Office? ↗

That's the best you can do? ↗

Practice

1 Complete the questions with the correct *wh*-question word or the auxiliary verb.

Example Are we meeting tomorrow morning?

- 1 What _____ your company do?
- 2 _____ you like to get some coffee?
- 3 Where _____ we do the interviews?
- 4 Who _____ this message for me?
- 5 _____ you ever eaten Korean food?
- 6 John told me to go home early. _____ he?
- 7 Where _____ you put my notes?
- 8 _____ you help me with this, please?



42.1 • 2 Listen to check your answers.

3 Put the questions from the dialogues in the correct order.

1 Ricky I like the sound. I like the voice. Let's talk details.

Sue Good. when / want / him / you / play / do / to?

Ricky The third week of next month, from the 15th through the 21st.

2 Sue that / the / 21st / to / was / 16th / the?

3 Ricky No, from the 15th. he / he / free / isn't / is?

Sue Yeah, he is.

4 Ricky play / a / could / twice / he / night?

5 Sue Yes, sure. forty-five / each / is / for / minutes / OK / set of songs?

Ricky Fine, forty-five minutes is long enough.

6 Sue he / be / playing / in / the / restaurant / would?

Ricky Yes, the first set in the restaurant and the second in the bar.

42.2 • 4 Now listen to the second part of the dialogue to check your answers.

Short questions

We use short questions to show that we are listening and interested.

Tara says we should go. Does she?
It was a great success. Was it?

To ask for more information, use a short phrase with a question word.

Can you speak to the client? Why me?
Mr Dykes wants to see you. What for?
Betty's leaving the company. How come?

Look

Look again at listening scripts 42.1 and 42.2 on page 124. Find more examples of the different question forms.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

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How to use comparatives

In this lesson you will learn how to use comparatives and superlatives.

Starter

1 Find the pairs of opposite adjectives below.

hard	clean	dangerous	late
rough	light	cheap	cool
long	smooth	slow	quiet
early	interesting	dirty	polite
bad	new	good	old
soft	expensive	safe	short
noisy	rude	boring	quick
heavy	warm		



Grammar

1 Luca and Beatrice are students at an international business school in Zurich, Switzerland. They are talking about possible summer courses. Listen to their conversation and answer the questions below.

- Which course is Luca going to take?
- Why is he taking that course?
- Which is the most expensive course?
- Is Beatrice going to do the same course?

2 Listen again. Complete the notice with the missing information.

Summer Programme

Course	Duration	Group	Credits	Price	am	pm
1 Marketing in China	25 hours	24	5	€180	✓	
2 Advertising	24 hours		5			✓
3 International Logistics		50			✓	

All courses begin Monday, July 3rd.

Language box

Short adjectives (*big, cold, slow, etc.*)

These adjectives have one syllable. To make comparatives add **-er** (and *than*).

November is **cold**.

December's usually **colder** (than November).

To make superlatives add **-est**.

But the **coldest** month is January.

There are two important exceptions – *good* (*better, the best*) and *bad* (*worse, the worst*).

Short adjectives (*early, pretty, etc.*)

These adjectives have two syllables. To make comparatives change the **-y** to **-i** and add **-er**.

She's **prettier** than her sister.

I hoped we would finish **earlier**.

To make superlatives add **-iest**.

It was the **easiest** interview I've ever had.

Be careful with the correct spelling. Double the final letter in short adjectives that end in a single consonant (except *slow, new*).

Mexico City is **bigger** than Paris.

Bangkok is **hotter** than London.

Long adjectives (*important, expensive, etc.*)

These adjectives have two or more syllables. To make comparatives use **more ... than** or **less ... than**.

Diane's a popular manager. She's **more popular** than Tony.

To make superlatives use **the most** or **the least**.

She's probably **the most popular** manager in the company.

The least expensive way to travel is to walk.

Hint

Use specific information to make an exact comparison.
Petrol is 4% more expensive now than it was in January.
She's three years older than I am.
The price is \$12 cheaper now.

3 Match 1-7 with a-g to make complete sentences.

- 1 The logistics course is
- 2 The credits in Logistics are
- 3 That's €60
- 4 The Logistics group is
- 5 The group in Advertising is
- 6 Advertising is the
- 7 The cost of the Advertising course is €60

- a bigger than the other two.
- b more valuable than the credits in Marketing.
- c longer than Marketing or Advertising.
- d more expensive than the Advertising course.
- e shortest course.
- f smaller than the one in Logistics.
- g cheaper than the Marketing course.

4 Describe the three different courses to your teacher. Try to use all the constructions from the Language box. Which course is the most interesting for you? Why?

Practice

1 Some of the following sentences are not correct. Put a tick or cross (✓/×) to mark if the sentence is right or wrong. Then correct the mistakes.

- 1 I think Chinese is more difficult that English. _____
- 2 I think it's the worst restaurant in town. _____
- 3 My new car is much more economical than my old one. _____
- 4 The new price was 5% more low than before. _____
- 5 I think it's the most sensible thing to do. _____
- 6 In my opinion, Paris is much more clean than it was ten years ago. _____
- 7 The weather was more bad last week. _____
- 8 It's the third biggest textile company in the world. _____
- 9 If you want, we can take a more early flight. _____
- 10 He's older as he looks. _____

Look

Look again at listening script 43.1 on page 124. Find more examples of the comparative and *as ... as*.

When things are the same or different:

Use *as ... as* to say that two things are the same (the adjective does not change):

He is *as old as* my brother.
(= they are the same age)

Use *not as ... as* to say that two things are different (the adjective does not change).

The film is *not as good as* the book.
(= in my opinion the book is better than the film)

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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|---------|---------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |

Things to remember

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How to use the passive

In this lesson you will learn how to form the passive.

Starter

- 1 Sarah Radcliffe has to go on a business trip at short notice. Read the email from her colleague and complete it with the words below.



Dear Sarah

Just to let you know that your travel ¹ _____ have all been made. Your ² _____ application *is being processed* and we should receive it soon. The ³ _____ has been booked – your itinerary *is attached*. You will be picked up by ⁴ _____ at 6am. The ⁵ _____ has been organized too – it's at the Ambassador in Mumbai. Jhoti will meet you at the airport and take you there.

Regards
Meta

- visa
- flight
- arrangements
- taxi
- hotel

- 2 What do the verb forms in *italics* have in common?

Grammar

- 1 Read the active sentences below. Tell your teacher which tense each sentence is.
- 1 Printers printed this book in Portugal.
 - 2 We are processing your application for a visa.
 - 3 A Dutch scientist first identified the virus.
 - 4 Orange growers grow oranges here.
 - 5 Writers have written a lot of books about this period.
 - 6 Someone built this pyramid around the year 2000 BC.
 - 7 The President of France opened the bridge in 2005.
 - 8 Iberia have cancelled Iberia flight 413 to Bilbao due to bad weather.



Language box

The passive is a verb phrase made with *be* + past participle. *Be* changes its form according to the verb tense.

We use the passive when we do not know who is responsible for an action. We also use the passive when it is obvious who is responsible for the action, or when it is not necessary.

The present simple passive:

Olive oil *is made* in most Mediterranean countries.

The present continuous passive:

Two men *are being questioned* by police.

The past simple passive:

She *was asked* to become director of the Institute.

The past continuous passive:

The company *was being sold* by the owners, but we didn't know.

The present perfect passive:

Our flight *has been cancelled* because of the bad weather.

The future passive (*will / going to*):

The project *will be financed* by the United Nations.

Hint

You can also make the passive with **get** (in informal or spoken style) instead of **be**.

Everyone will get invited to the staff dinner, don't worry.
Four people got injured in the factory last month.

- 2 Listen and write sentences 1-8 in 1 in the passive. Then practise saying them.
- 3 Match definitions (a-d) with sentences (1-8) in 2. Some definitions work with more than one sentence. We use the passive (not the active):
- a when we want to emphasize the action more than the person who does the action
 - b when we want a neutral, impersonal style
 - c when we do not know who does the action (who the agent is)
 - d when it is obvious who does the action.

- 4 Marga, who works in an accounts department, is receiving a call from her company's bank. Listen to the dialogue and correct her notes.

Phone Open Enterprises urgently about a cheque that their bank is still waiting for. It was the one that I deposited on Thursday and it was signed by someone called Simon Weston.

Practice

- 1 Rewrite these sentences to make the word in *italics* the focus of the sentence. Decide if it is necessary to say who did the action.

Example: The Human Resources manager interviews *candidates*.

Candidates are interviewed by the Human Resources manager.

- 1 The company provides *free accommodation* for some staff.
- 2 Someone is translating *the presentation* into Japanese.
- 3 People across the Arab world drink *camel's milk*.
- 4 Musicians made *this recording* in Casablanca.
- 5 They completed *their research* two weeks ago.
- 6 The police have not closed *the city centre* during the G8 conference.
- 7 We launched *this product* in 2003.
- 8 The owners will sell *this land* to developers for €500,000.
- 9 The IT department are going to fix *my PC* tomorrow.
- 10 They are not going to offer *Ivan* the job of department manager.

In the passive when we say who did the action, we use **by**.

The stadium **was designed** by a Japanese architect.

Any decision **will be made** by Head Office.

Look

Look again at Starter, and listening script 44.2 on page 124. Find more examples of the passive.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1

1

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Things to remember

reading bank

PIN numbers

- 1 You are going to read some advice about how to remember the secret number or PIN we need for our bank cards. PIN means *Personal Identification Number*. We can also say *PIN number*.

Read the article once and look at the advice below. Put a tick (✓) for good advice and a cross (X) for bad advice.

- 1 Use your birthday as a PIN. _____
- 2 Use the same number for all your cards. _____
- 3 Change your PIN every year. _____
- 4 Combine the years of two important moments in history to make a PIN. _____
- 5 Invent a PIN using two important numbers from your life. _____
- 6 Think of a sentence with the same number of words as your PIN. _____
- 7 Use your imagination to help you remember the number. _____
- 8 Always give your PIN number to the police when they ask for it. _____

- 2 Read the article again and choose the best answers.

- 1 The thieves stole the man's
 - a bank cards.
 - b official documents.
 - c wallet containing his bank cards and documents.
- 2 They discovered his date of birth, because
 - a it was on a piece of paper in his wallet.
 - b it was on his driving licence.
 - c the man gave it to them on the phone.
- 3 Elvis Presley died
 - a in 1977.
 - b in 1980.
 - c the same year as John Lennon.
- 4 If you forget your PIN at the cash machine you should
 - a imagine yourself writing the number down.
 - b look at the keypad and remember the position of the numbers.
 - c call the police.

- 5 If you lose your bank card, the police
 - a will always ask you for your PIN.
 - b will only ask for your PIN by phone.
 - c will never ask for your PIN by phone.

- 3 Mark the sentences true (T) or false (F).

- 1 The thieves stole €5,000 from the man's wallet. _____
- 2 The man's bank has said it will give him the money back. _____
- 3 The man used a different PIN for each of his cards. _____
- 4 More men than women use the same PIN for all of their cards. _____
- 5 Most people change their PIN every year. _____
- 6 Psychologists can help you remember your PIN. _____
- 7 You can often remember the position of your PIN on the keypad. _____
- 8 You should call the police with your PIN if you lose your credit cards. _____

- 4 Match the words (1-8) with the definitions (a-h).

- 1 wallet
- 2 cardholder
- 3 survey
- 4 significant
- 5 pattern
- 6 digit
- 7 withdraw
- 8 account
- a important
- b take money out of the bank
- c a small bag for cards, money, and documents
- d place where you have your money in a bank
- e questionnaire
- f an arrangement of lines, shapes, etc.
- g number
- h a person who has a bank card

Answer key

1 F They took the money out of a cash machine.
2 T c
3 F More women than men.
4 F A further mistake... was to use the same PIN for all of his cards.
5 F Eight out of ten people never change their PIN.
6 T
7 T
8 F Do not give it to anyone on the phone.
9 T
10 F
11 T
12 F
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92 F
93 T
94 F
95 T
96 F
97 T
98 F
99 T
100 F

PIN numbers

To make our lives even more difficult, banks are now recommending not using your date of birth as a PIN number. One unfortunate cardholder, who used his birthday as a PIN, had his bank card stolen along with his driving licence and all the other documents contained in his wallet. When the thieves entered his date of birth as a PIN at a cash machine, they managed to withdraw nearly €5,000 from his account. His bank says they will not return his money because he chose the wrong PIN. A further mistake this cardholder made was to use the same PIN for all of his cards. An Internet security survey discovered that people often choose the same PIN for all their cards, although more women than men do this. The same survey also shows that eight out of ten people never change their PIN, although all banks suggest changing it at least once a year.

But how is it possible to remember so many different numbers? A group of leading psychologists has made a list of some useful suggestions for choosing and remembering PINs, some of which are listed below:

- Divide your PIN into two parts and choose two significant events, for example the years of Elvis Presley's and John Lennon's deaths (7780).



- Choose numbers which mean something to you, like your age when you had your first child, or your mother's house number (2831).
- Think of a phrase where each word has the same number of letters as the one you need to remember. For example, you could use: Don't (4) forget (6) your (4) PIN (3) to remember the PIN 4643.
- Close your eyes and imagine yourself writing the number in red ink on white paper.
- Visualize the pattern the digits make on the keypad. Your brain can remember the position of the buttons even if you are not sure of the numbers.

And one last piece of advice: be extremely careful, if you receive a call about your PIN number, if your cards have been stolen. Credit card companies and the police will never ask you for your PIN, so do not give it to anyone on the phone.

Glossary

Internet security protecting secret information online
psychologist a person who studies the mind and how it works

phrase a group of words used together

visualize when you imagine a picture in your mind

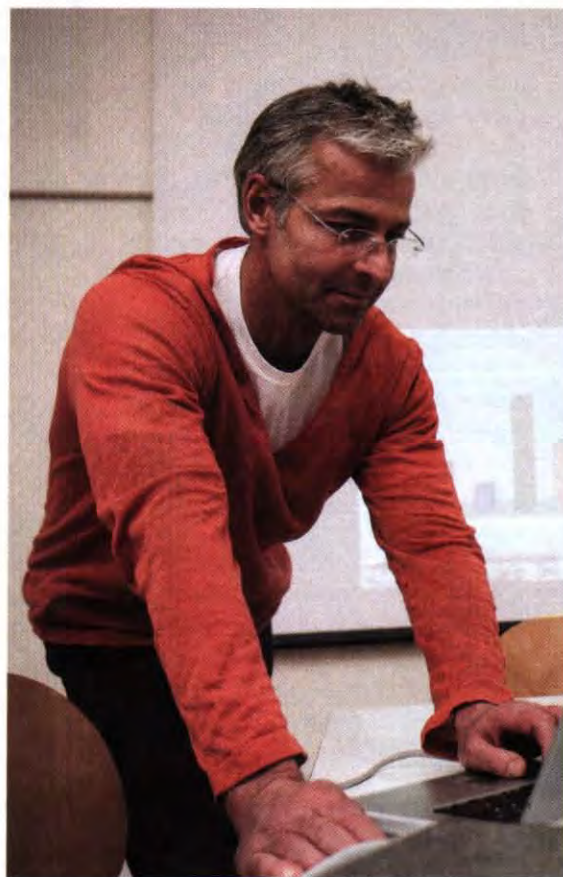
keypad numbered buttons that you can press on a cash machine

reading bank

How old did you say?

- 1 You are going to read about age in the workplace. Read the text quickly and decide what the main idea of the text is. Age is a problem because:
 - a both older and younger employees have to deal with prejudice in the workplace.
 - b older workers cannot adapt to new situations and are not up to date.
 - c younger workers are too inexperienced to be managers.
- 2 Match a title with each paragraph a-d.
 - 1 Advice for job seekers
 - 2 'I hide the past'
 - 3 Look on the bright side
 - 4 'But I'm the managing director'
- 3 Match the words (1-8) with the definitions (a-h).
 - 1 potential
 - 2 to matter
 - 3 up to date
 - 4 overlook
 - 5 irrelevant
 - 6 property development
 - 7 ageism
 - 8 kid
 - a not important
 - b modern
 - c a child or young adult
 - d not notice, not see
 - e to be important
 - f the business of building or improving buildings
 - g having pre-formed ideas about people because of their age
 - h possible

- 4 Mark the sentences true (T) or false (F).
 - 1 According to Pippa Jameson, everybody knows age is important when looking for jobs. _____
 - 2 According to Pippa, employers think older people do not know how to use modern equipment and software. _____
 - 3 Judith Randall wants a similar job to her present one. _____
 - 4 Judith tells employers about every company that she has worked for. _____
 - 5 John Clennell has no age-related problems because he is only twenty-six. _____
 - 6 John Clennell thinks that clothes are very important in his job. _____
 - 7 Pippa advises younger employees to include work that they did for free on their CV. _____
 - 8 Pippa thinks that education needs to be at the top of a young person's CV. _____



5 F 'It is really annoying to be seen as a kid when you want to be taken seriously.'
6 T
7 T
8 F 'Put all the details of your education at the end of your CV'

4 1 F Pippa Jameson... says it matters more than you think
2 T
3 T
4 F 'I don't mention companies that I've worked for that have gone out of business'

1 a
2 1 c, 2 a, 3 d, 4 b
3 1 h, 2 e, 3 b, 4 d, 5 a, 6 f, 7 g, 8 c

Answer key

How old did you say?

Do you include your age in your CV? Some people do. Some people don't. But it's usually possible for employers to work out how old you are from other information, such as educational details. But what effect does your age have on potential employers? Pippa Jameson, a recruitment consultant for Smythson Placement Services, London, says it matters more than you think. 'Unfortunately employers can often have fixed ideas about people of a certain age group. They sometimes feel that older people are not up to date with current technology, or that younger people can't accept managerial responsibility. The situation is improving, but it's a very slow process.'

a _____

Judith Randall is 54 and has worked in sales for thirty years. She has a lot of management experience, but is unhappy with her current job. She'd like to find a new management position, but she's concerned that potential employers could overlook her experience, because of her age. 'I do feel that older workers get a raw deal in the recruitment process – you really have to sell yourself, because you're competing with people half your age. I am very careful about what I include in my CV. I've taken out irrelevant information – say, everything over twenty years old. So for example I don't mention companies that I've worked for that have gone out of business.'

b _____

John Clennell is 26 and is the managing director of a property development company. Despite his success he still finds ageism in the workplace. 'When I'm on a visit with a client, people will often assume that the client is the manager, because my clients are usually older than me. It's really frustrating! I do everything I can to make people believe I'm older than I am – I always dress quite formally, for example. Most people wouldn't think this was a problem at all, but it is really annoying to be seen as a kid when you want to be taken seriously.'

c _____

So what can you do? Pippa Jameson advises her older clients to do what Judith did and remove their age from their CV, as well as old information. 'Make sure your CV is up to date, relevant, and specific to the job you're applying for. Emphasize your IT skills and take advantage of training to show that you're not afraid to learn new things'. She says that younger job hunters should try to have a more serious image. 'Highlight your experience – even if it was unpaid, voluntary work. Put all the details of your education at the end of your CV, so it's not the first thing employers see. And prepare what you want to say in your interview, so that you seem mature and articulate – don't use slang!'

d _____

Her final advice for both older and younger workers? 'Don't view your age as a problem, but as something positive. If you can see your age and experience, or your youth and enthusiasm, as a bonus, employers will too.'

Glossary

recruitment consultant a person who finds employees for companies

a raw deal when people treat you badly or unfairly

slang casual, informal language. The words people use with their friends

reading bank

New York cabbie

1 You are going to read about Melissa Plaut, a taxi driver in New York, who also has her own blog. A *blog* is a personal website where you can write about your own experiences and opinions. Read the article and answer the questions.

1 Why does the writer say that Melissa Plaut is brave?

2 What does she do when people shout at her?

3 Where does she show her photographs?

4 Who helped Melissa when the teenagers did not pay?

5 Who does Melissa write about on her blog?

6 What two qualities help Melissa in her job?

2 Number the people in the order they are mentioned.

- a _____ a man who changed his mind about Melissa's driving
- b _____ a driver who did not want to wait his turn at the airport
- c _____ a doctor who used to drive a taxi
- d _____ a girl who could not hear well
- e _____ an aggressive taxi driver who hit her car
- f _____ some teenagers who did not want to pay
- g _____ a passenger who was smoking in her taxi
- h _____ someone who could not speak that day

3 Mark the sentences true (T) or false (F).

- 1 Melissa never has problems with pedestrians. _____
- 2 Passengers cannot smoke in Melissa's taxi. _____
- 3 When someone threatens Melissa she takes a photo of them. _____
- 4 Melissa never breaks the rules. _____
- 5 Melissa is a very negative cabbie. _____
- 6 Melissa likes her job although it is dangerous. _____

4 Find the words in the text that match the following definitions:

- 1 a person who rides in a taxi _____
- 2 violent _____
- 3 to try and frighten someone _____
- 4 a line of people waiting _____
- 5 a photograph _____
- 6 problems _____
- 7 the place you are going to _____
- 8 saying sorry _____

Answer key

- 1 1 Because she's a female taxi driver working in New York.
- 2 She takes a photo of them.
- 3 On her blog.
- 4 A police officer.
- 5 All the different people she meets.
- 6 Her sense of humour and her spirit of adventure.
- 7 The correct order is g, b, e, f, d, c, h, a.
- 8 1 F In a typical week she has to deal with... arrogant pedestrians.
- 9 2 T Except when a group of teenagers get out of her taxi without paying.
- 10 3 F She can usually find something positive to say.
- 11 4 T
- 12 5 F
- 13 6 T
- 14 7 destination
- 15 8 apologizing

Melissa Plaut: New York cabbie

You have to be brave to be a taxi driver in New York City, and even more so if you're a woman. But nothing seems to frighten Melissa Plaut. In a typical week she has to deal with passengers who refuse to pay her, aggressive drivers who insult and threaten her, and arrogant pedestrians who don't look before they step off the kerb.

However, Melissa has her own way of dealing with difficult situations. When a passenger gets angry because she won't let him

smoke in her taxi, she just throws him out and takes photographs of him shouting at her through the closed window. Later that night she posts the photos on her blog, www.newyorkhack.blogspot.com, so that everyone can see him making a fool of himself. She does the same with an impatient van driver who won't wait in the queue, and tries to get to the airport first. And the cabbie who stops his car, gets out, and bangs on the window of her taxi with his hand. If anyone tries to

frighten Melissa, she's ready with her camera to get a shot of their face and show it to the rest of the world.

But Melissa isn't looking for trouble, and in general she doesn't break the rules – except when a group of teenagers get out of her taxi without paying, Melissa goes after them. With the help of a police officer she makes them pay.

Yet Melissa does not only write about her nightly conflicts on the blog. She tells stories about all the different people she meets, like the deaf girl who asked for paper and a pencil to write down her destination, the woman who left taxi-driving to become a doctor, and the woman who had just been to the dentist and couldn't pronounce her words properly. Reading her experiences makes you realize just how much Melissa actually likes people. She can usually find something positive to say even if the night has gone badly, and if a passenger is angry when they enter her cab, she can often change their mood. One man told her she was a terrible driver at the start of his journey and ended up apologizing and giving her a big tip when he got out of her taxi.

It's clear Melissa enjoys living life in the fast lane. With her sense of humour and spirit of adventure, she's sure to go far.



Glossary

cabbie another word for a taxi driver

kerb the edge of the pavement where it meets the road

tip the extra money you give for good service

lane a separate part of the road for traffic to drive on

pedestrian a person who is walking in the street, rather than driving

to go far to be very successful in your life

reading bank

Larger than life

- 1 You are going to read some short texts about people who achieved a lot in their chosen field, but died very young. Read the texts quickly and match them to the images.



- 2 Read text a and mark the sentences true (T) or false (F).

- 1 Charlie Parker started a new jazz movement with Dizzy Gillespie. _____
- 2 He started playing the trumpet when he was thirteen. _____
- 3 His private life was not as successful as his professional life. _____
- 4 He died in 1965. _____

- 3 Read text b and mark the sentences true (T) or false (F).

- 1 Rudolph Valentino didn't plan from an early age to be in film. _____
- 2 He lived in three countries. _____
- 3 His film career was uninterrupted. _____
- 4 His death came when he was enjoying great professional success. _____

- 4 Read text c and mark the sentences true (T) or false (F).

- 1 Fabio Casartelli had little success as a cyclist. _____
- 2 He rode for more than one team. _____
- 3 He died of head injuries. _____
- 4 There is a memorial to Fabio in a church. _____

- 5 Read text d and mark the sentences true (T) or false (F).

- 1 Eva Perón came from a rich family. _____
- 2 She met Juan Perón in Buenos Aires. _____
- 3 She gave up acting when she became First Lady. _____
- 4 Everyone loved her. _____

- 6 Answer the questions about all the texts. There may be more than one answer to each question.

- 1 Who died the youngest?
- 2 Who left their own country permanently?
- 3 Who became a parent?
- 4 Who died of an illness?
- 5 Who had problems with drugs?
- 6 Who left home at a very early age?

Answer key
1 d Eva Perón 2 a Charlie Parker
3 c Fabio Casartelli 4 d Rudolph Valentino
5 1 f 2 f 3 f 4 f 5 f 6 f
6 1 f 2 f 3 f 4 f 5 f 6 f

Charlie Parker

a

Born in Kansas in 1920, Charlie Parker, nicknamed "Yardbird" (or "Bird" for short), was one of the creators of bebop jazz in the 1940s. He began playing the alto saxophone in 1933 and played in different bands before meeting Dizzy Gillespie in New York City. They formed a quintet in 1945 and became the leaders of the bebop movement in jazz. Parker's brilliant improvisations, noted for their power and beauty, were soon admired by thousands of musicians. He composed several instrumental quartets, made many recordings, and played with Miles Davis and many other famous jazz musicians. He married and had a daughter, but his personal life was troubled, and he was addicted to drugs and alcohol. Parker's death at the age of 35 from pneumonia, cut short his career and made him a legend. The words "Bird lives" appeared as graffiti in the New York subway just hours after his death.

Glossary

nickname a name your friends or family call you
quintet a group with five musicians
legend somebody who is very admired by later generations

Fabio Casartelli

c

Fabio Casartelli was born on August 1st 1970 in Italy. He showed great promise as an amateur competitive cyclist, winning a gold medal in the 1992 Olympic road race, when he beat Dutch rider Erik Dekker to first place by one second. In 1993 he turned professional and joined the Aristoea team, riding in the Tour of Switzerland and the Giro d'Italia. He moved to the Motorola team in 1995 and at the age of twenty-four was selected for the Tour de France. On July 18th, Fabio Casartelli and other riders crashed on the descent of the Col de Portet d'Aspet in the Pyrenees. Fabio had heavy facial and head injuries and lost consciousness. While being taken to hospital by helicopter ambulance, Fabio stopped breathing and after numerous resuscitation attempts was declared dead. The Motorola team decided to continue with the Tour and the rest of the competitors paid tribute to Fabio by letting his teammates cross the finish line of the next stage side by side. Riders donated all money won that day to his family – Fabio's wife had recently given birth to their son. The Société du Tour de France erected a memorial to Fabio on the spot where he crashed and the bicycle he was riding at the time was placed in the chapel at Madonna del Ghisallo, site of a Catholic shrine and cycling museum near his home.

Glossary

amateur to take part in a sport without payment
to resuscitate to make someone start breathing again
memorial a statue or stone to remind people of a famous person or event

Rudolph Valentino

b

Cinema's original 'Latin Lover' was Rudolph Valentino, born in Castellaneta, Italy in 1895. After studies at military academy and agricultural college he moved to Paris at the age of 17 and a year later to New York, where he worked as a gardener, dishwasher, tango dancer, and occasional petty criminal. Through a friend he got a job dancing in a musical. He also played small parts in films, usually a Latino villain. In *The Four Horsemen of the Apocalypse* (1921), his good looks and charm were a great hit with the public, and in *The Sheik* (1921) his magnetic personality made him a star. After a series of mediocre films he took a two-year break, writing and publishing poetry. He returned to films shortly afterwards in *The Eagle* (1925) and *The Son of the Sheik* (1926) and later that year was hospitalized with a perforated ulcer. There were complications, and on August 23, 1926, the 31-year-old actor died of peritonitis and septic endocarditis. Mass hysteria surrounded his death, with rumours of some fans committing suicide. An estimated 80,000 people visited Campbell's New York funeral parlour to see his body.

Glossary

petty criminal not famous or involved in big crimes
villain a criminal, an evil person
mediocre average, not very good

Eva Perón

d

Eva Maria Ibarurgen Duarte was born into a humble home in Los Toldes, Argentina in 1919, the youngest of five children. Her father died when she was seven and the family struggled financially. In 1935, aged fifteen, she went to Buenos Aires to become an actress. In 1944 at a benefit for earthquake victims in San Juan she met Juan Perón. She was a popular stage, screen, and radio actress by this time and he was a leading politician. They got married in 1945. In 1946 he was elected to the presidency. Eva devoted all her time as First Lady to the poor of Argentina and over the next seven years brought the working classes into a position of political power. She got women the vote and legalized divorce. Evita, as she became known, was a controversial figure, loved by the working classes, but feared and hated by some, who believed she was using her public position for personal gain. Her death from cancer at age 33 helped to fix her popularity in the public consciousness and millions lined the streets of Buenos Aires for her funeral. She has become an icon and the subject of many books, films, and a musical.

Glossary

humble having a low position in society
to struggle to find it difficult to do something
icon a famous person who becomes a symbol

reading bank

Edi Rama, mayor of Tirana

1 You are going to read a text about Edi Rama, the mayor of Tirana, Albania. Mark the sentences true (T) or false (F).

- 1 Twenty years ago, there was almost no communication between Albania and other countries. _____
- 2 The population of Albania is lower now than it was twenty years ago. _____
- 3 Edi Rama has always been a politician. _____
- 4 Edi Rama liked Paris because it was like his own city, Tirana. _____
- 5 The first thing Edi Rama did when he became mayor was open a cinema. _____
- 6 The centre of Tirana used to be a large park. _____
- 7 Edi Rama painted the buildings in bright colours himself. _____
- 8 Everyone is very pleased with what Edi Rama has done. _____
- 9 Edi Rama has already started working on projects outside the capital. _____
- 10 Edi Rama's next major project is to develop the airport. _____

2 Match the words (1-10) with the definitions (a-j).

- 1 architect
 - 2 apartment block
 - 3 bodyguard
 - 4 boulevard
 - 5 to cheer up
 - 6 high-rise block
 - 7 mosque
 - 8 shortage
 - 9 suburbs
 - 10 supplies
- a building where Muslims worship
 - not enough of something
 - area near the city with many houses, but away from the centre
 - a very tall building with many floors
 - to make someone feel less sad
 - a building with flats on different floors
 - things (e.g. food, water) that you need to live, or do an activity
 - someone who protects an important person (from being attacked)
 - someone who designs buildings
 - wide city street

3 Complete the summary with the words below.

basics	buildings	contact
disappointed	Paris	pleased
regions	Tirana	

For many years, Albania had almost no ¹ _____ with other countries, but in the last few years it has opened up to the West. The capital Tirana is now a busy city, with parks and trees and brightly coloured ² _____. Edi Rama, once an artist living in ³ _____, is the person responsible. First when he came back, he was Minister of Culture. Later he became mayor of Tirana. Most people are very ⁴ _____ with the changes, but some still complain about ⁵ _____ such as water and electricity. Meanwhile, those in ⁶ _____ outside the city are ⁷ _____ that they cannot benefit from the improvements of the capital. Nevertheless, Rama is making changes in other towns in Albania too, but he also has plans to make the centre of ⁸ _____ look even better.

Glossary

to ban to say officially that people must not do something

concrete hard substance used for building, made by mixing cement, sand, small stones, and water

concrete jungle an unpleasant part of a city where there are a lot of ugly buildings close together

derelict a building or piece of land that is empty, not used, and in a bad condition

façade the front of a large building

isolated far away from other places, with no international communication

Edi Rama, mayor of Tirana

When you hear someone say 'Albania', many people think of a country with no outside communication, and fifty years behind the times. Or maybe they remember the Albanians who left by boat for Italy. Until recently, Albania was isolated from the rest of the world. Modern art and jazz were banned. In fact, anything 'beautiful' was thought of as bad. Until the mid 90s, the capital, Tirana, was just a small concrete jungle of a quarter of a million people, with bicycles and horses, but few cars.

Albania is still one of the poorest countries in Europe, but Tirana's population has grown, and it is now a busy centre of trade and industry. After fifty years of communism and ten years of capitalism, Tirana is beginning to see the light of day. Edi Rama, the son of Albania's most famous sculptor, Kristaq Rama, and now the country's most popular politician, has done more to cheer up the people of Tirana than anyone else. He first showed an interest in politics in the early 1990s as leader of the Albanian young democracy movement.

But that didn't last long. In 1995 Rama went to Paris, where he studied art and sold his paintings. With money from his art shows he travelled around Europe. He was shocked. Why wasn't Tirana such a great city as London or Paris? Rama decided to transform his hometown into something special.

By chance, in 1998, Rama returned to Tirana for his father's funeral, and he was asked to become Minister of Culture. Although he had no ambitions to go back into politics, Rama took the job. The first thing he did was to open a cinema in Tirana, and bring in films from Hollywood, all of which had been banned.

In 2000, Rama was elected mayor of Tirana. He cleaned up the city by taking away thousands of tons of concrete and rubbish. He planted 4,000 trees and put up streetlights. The centre of the city, which used to be home to derelict buildings, is now a large, leafy park where families picnic, and the wide streets are full of cafés where locals drink coffee, just as in any fashionable European city.

But the most striking thing about the city is the colour. You no longer see sad, grey concrete housing blocks. Rama asked local artists to paint the façades of the apartment blocks, which now shine brightly with sky blue, sunflower yellow and Moroccan pink – rather like a Mondrian painting.

In Tirana now there's generally a feeling of optimism, and the changes seem to have helped the country progress. But in other Albanian cities there's a lot of anger. They, too, want a cinema, or a football pitch. Even within his own party, the Socialists, some say that the quality of life hasn't improved. Others complain that Rama hasn't spent enough time looking at basic problems such as drinking water and electricity shortages. In fact, some are so angry, that now Rama has a bodyguard because his

life has been threatened twice.

In the last few years, Edi Rama has renovated the airport, and built roads, schools, and playgrounds in the suburbs. Electricity and water supplies have also improved. But these projects need money. Much of the city's work was done free by local construction companies, and Rama has also raised money from the EU, World Bank, UNDP, and Soros Foundation, but it's not enough, and Tirana's state budget is getting smaller and smaller.

Rama's plan now is to rebuild the city centre. For this, he has invited architects from all over Europe to design high-rise blocks for Skanderbeg Square, near Parliament. But still some argue that the new buildings will block their view of the mosque and the clock tower – both of which Rama restored. Others say they will lose sight of Mount Dajte.

But despite the complaints, Rama believes he is right, and loves his work. 'It's the most exciting job in the world, because I get to invent and to fight for good causes every day.' And he can continue his artistic work on a grand scale. Maybe, as some say, the capital will one day be renamed 'TIRama'.
www.time.com/time/europe/hero2005/rama.html



7 F He asked local artists to paint the apartment blocks.
8 F He has had some complaints.
9 T
10 F He has already developed the airport.
21 T 24 34 41 56 64 74
8 b 9 c 10 g

3 1 contact 2 buildings 3 Paris
4 placed 5 poses 6 regions
7 disappointed 8 Tirana

Answer key

reading bank

Working women of the world

- 1 You are going to read about five women from different countries. They were asked about their jobs and daily routines. Read the texts quickly and tick (✓) the correct name or names.

Who	Annette	Aysegul	Ewa	Ingrid	Sue
1 says that she enjoys her work?					
2 has problems with her boss or workmates?					
3 uses public transport to get to work?					
4 spends the most time travelling?					
5 spends the least time travelling?					
6 has the longest working day?					
7 sometimes works at the weekend too?					
8 has the most flexibility about work time?					
9 is involved with education in some way?					

Annette Dalsgaard

lecturer in midwifery, Denmark

I work as a lecturer in Midwifery, and I really love my work. Officially I work thirty-seven hours a week, or seven hours and twenty-four minutes a day, which is the standard working week in Denmark. However, in fact I work much more than that, approximately sixty hours a week. When I have most work, the busiest time, is at the end of the semesters in January and June. I live a very long way from work and it takes me six hours a day on public transport by bus and train to get there and to get home. I normally use this time for preparation. On Saturdays I have a chance to spend time with my children, husband, and friends.

Aysegul Kina

product development engineer, USA

On average I work eleven to thirteen hours a day, plus Saturdays and some Sundays. I don't get paid for overtime, because I'm in management. My commute takes a minimum of ninety minutes a day. The traffic is always bad on the highway and I hate being in traffic. I used to walk to my office back in Istanbul and it was so lovely – I could stop and buy nuts, fruit juice, and fruit on my way to work. Here I don't like the working hours, I hate twelve hours with no fresh air. The office feels like a prison. We have our lunch alone, there's no friendship over lunch. We're in the middle of nowhere, so if you want to go out for lunch it takes half an hour to go anywhere. And we have restrictions on the shoes we can wear (no high heels, no open toes), which I hate. But I like my position in the company.

Ewa Krosnicka

judicial assistant, Poland

This kind of work doesn't depend on time. When you work in a court, you have two sessions a week, so a few days earlier you have to read all the cases carefully. Usually we begin at 08.30 and the last case of the day is at 14.30. During the week there are a lot of routine things you have to do: co-ordinating arrests with the police, judgements, working on the legal grounds for a judgement, and writing the judgement, which is normally done after the trial. Working on a judgement is something that I do at home. After work you sit at home until quite late writing up sentences, on Saturdays and Sundays too, even though courts are closed on Saturdays. Travel? Well, where I live it takes me about twenty-five minutes by motorbike or forty by bus.

Glossary

lecturer a teacher at a university (or similar institution)

midwifery helping women to give birth to babies

Glossary

overtime working more hours than you are contracted to work

commute the time you spend travelling to and from work

Glossary

court a place where civil and criminal disputes are resolved

case a civil or criminal dispute

sentence the final decision of the court

Ingrid Marcela Jara

web-page designer, Cuba

I work as a web-page designer in a travel agency. I start work at eight o'clock in the morning and I finish at five, with an hour for lunch, usually from about twelve to one. That's quite typical for people who work behind the scenes in the tourist industry in my country. Luckily, I don't have to come to work at the weekend, but sometimes I have to travel around the country for two weeks at a time. It takes me about an hour to get to work by bus. What I don't like about my job is all the paperwork, and sometimes my boss treats me like a secretary. What I do like is being able to travel and see the island and learning new things about my job.

Glossary

paperwork office work, not physical work

behind the scenes doing work that customers do not see

Sue Gardiner

freelance art lecturer and writer, New Zealand

I'm self-employed, so there are many different aspects to my work, and I like that. I write for art publications. I'm a director of an art collection. I edit the collection website and teach Art at Auckland University, taking people around art galleries every month. I work from home but I travel every week into the city centre to visit galleries, artists' studios, editors, and libraries. I like my work hours because they're flexible, giving me time for family and travel. I have to be self-motivated and always look for new work opportunities. I spend a lot of time alone at the computer, but I also visit galleries and meet students. My weekends are for friends and family, but I occasionally work then. I started writing when my children were small, and I work with my father on the art collection, and that has special challenges and benefits.

Glossary

gallery place where artists show or sell their work

flexible not fixed, can be changed if necessary

self-motivated when a person is interested in their own work

2 Find a word in the text that means:

- 1 normal, the most typical (Annette) _____
- 2 part of a university year (Annette) _____
- 3 making or having friends (Aysegul) _____
- 4 very nice (Aysegul) _____
- 5 most common, everyday (Ewa) _____
- 6 a process to decide if someone is guilty (Ewa) _____
- 7 to prepare writing or pictures for publication (Sue) _____
- 8 things that are difficult, that make you work hard (Sue) _____
- 9 advantages or useful effects (Sue) _____
- 10 working for yourself (Sue) _____

3 Who is it? Match these descriptions with one of the people in the texts.

- 1 She is very independent, and can organize her own time. _____
- 2 Her company does not allow her to wear exactly what she wants. _____
- 3 She does not like the routine aspects of her job, but is happy. _____
- 4 Her family are probably happy when the weekend comes. _____
- 5 Sometimes she uses public transport. Sometimes she uses her own transport. _____
- 6 She often does not know how much time her next piece of work will need. _____

4 Mark the sentences true (T) or false (F).

- 1 Annette prepares her classes at home at the weekend. _____
- 2 Ewa's home is an extension of her office. _____
- 3 Ingrid is depressed when her employer sends her on a trip. _____
- 4 Sue works part of the time with both her parents. _____
- 5 Aysegul buys lunch on her way to work. _____

4 1 F While travelling.
2 T
3 F She is delighted.
4 F Only with her father.
5 T

8 Sue
9 Annette, Sue
2 1 standard 2 semester 3 friendship
4 lovely 5 routine 6 trial
7 edit 8 challenges
9 benefits 10 self-employed
3 1 Sue 2 Aysegul 3 Ingrid
4 Annette 5 Ewa 6 Ewa

Answer key
1 1 Annette, Ingrid, Sue
2 Ingrid
3 Annette, Ewa, Ingrid
4 Annette
5 Sue
6 Aysegul
7 Aysegul, Ewa, Sue

listening bank

Sudoku: business or pleasure?

You are going to listen to an interview with an expert on sudokus. A *sudoku* is a number puzzle, where you have to write the numbers one to nine in each row, each column, and each grid, without repeating a number. Listen to the recording as many times as you need to and try to answer the questions. The recording is on the MultiROM at the back of this Student's Book.



1 Mark the sentences true (T) or false (F).

- 1 The sudoku originally came from Japan. _____
- 2 The puzzle was popular in Japan in the eighteenth century. _____
- 3 A New Zealand judge wrote a computer program that makes sudokus. _____
- 4 He makes a lot of money from his computer program. _____
- 5 A Japanese company, Nikoli, employs people who write sudokus by hand. _____
- 6 Nikoli supplies all Japanese newspapers and magazines with sudokus. _____
- 7 A French castle offers sudoku holidays. _____
- 8 Sudokus are very educational, especially for children. _____

2 Listen again. Who are these people?

- Kieran Golding _____
- Leonhard Euler _____
- Maki Kaji _____
- Wayne Gould _____

3 Now listen again and answer the questions.

- 1 What was the name of Dell magazine's sudoku puzzle?
- 2 Where did the New Zealand judge find a book of sudokus?
- 3 How many countries buy sudokus from Wayne Gould?
- 4 How many people work for Nikoli Publishing?
- 5 How many countries does Nikoli publish sudoku books in?
- 6 Where can you do sudokus on the sudoku holiday in France?
- 7 What makes one sudoku fan depressed?
- 8 Why should teachers use sudokus in the classroom?

4 Match the words 1-8 with the definitions a-h.

- | | |
|------------------|--|
| 1 puzzle | a in other countries |
| 2 to spread | b a person who cannot stop doing something |
| 3 by chance | c a game using words or numbers |
| 4 on the spot | d very sad and without hope |
| 5 abroad | e without planning |
| 6 an addict | f to pay a lot of attention to something |
| 7 depressed | g to move to more places |
| 8 to concentrate | h immediately |

3 1 Number Place 2 in a Tokyo bookshop 3 12 4 16 5 About 60. 6 in the bathroom and in the garden. 7 When he doesn't complete a sudoku before lunch, 8 Because it is a useful brain exercise for students.

4 1 c 2 g 3 e 4 h 5 a 6 b 7 d 8 f

2 Kieran Golding works for Puzzles Publishing Ltd.

Leonhard Euler was a Swiss mathematician who designed Latin Squares in 1783.

Maki Kaji is the President of Nikoli.

Wayne Gould is the New Zealand judge who designed a sudoku computer program.

1 1 F Some say they were designed by a Swiss mathematician, others say a New York magazine published them first.

2 F They became popular during the nineteen eighties.

3 T

4 F He says he has not made a lot of money from his program.

listening bank

Karl Bushby

You are going to listen to a news story about Karl Bushby. Listen to the recording as many times as you need to and try to answer the questions. The recording is on the MultiROM at the back of this Student's Book.

1 Listen to the news story about Karl Bushby and answer the questions.

1 Where is Karl Bushby from?

2 What is he trying to do?

3 How old is he?

4 Where is he now?

5 What is his problem?



2 Complete the summary of Karl's journey with the missing information.

Karl Bushby The Goliath Expedition

One man walking alone, around the world, crossing

a _____ countries, one frozen sea,

b _____ deserts, and c _____

mountain ranges. Here are the facts.

date of departure d _____

date of arrival e _____

total distance f _____ miles

starting in Punta Arenas, g _____

finishing in Hull, h _____

more information www.goliath.mail2web.com

3 Complete the sentences with the correct tense of the verb in brackets. Listen to the recording again to check your answers.

Karl Bushby ¹ _____ (be) now thirty seven years old. After eleven years in the British Army he ² _____ (decide) that he wanted to do something different, something that no other person ³ _____ (do) before. He ⁴ _____ (realize) that he could walk non-stop from Punta Arenas in Chile, South America, to his home in Hull in England. With the help of his father and a close friend, Karl ⁵ _____ (begin) what he ⁶ _____ (call) the Goliath Expedition in November 1998. He ⁷ _____ (complete) seventeen thousand miles already. He ⁸ _____ (plan) to return to England in the year 2009.

4 Match the words (1-6) with the definitions (a-f).

1 unique

2 range

3 frozen

4 violation

5 border

6 village

a changed to ice, very cold

b the frontier between two countries

c a small town

d the only one of its kind

e breaking a rule or regulation

f a group of mountains, e.g. the Himalayas

Answer key

1 1 Hull, England
2 Walk around the world alone.
3 Thirty-seven
4 Russia
5 He cannot enter Russia and continue his journey.

2 a Twenty-five b six c seven
d 1998 e 2009 f 35,000 miles
g Chile h England

3 1 is
2 decided
3 had done
4 realized
5 began

4 1 d 2 f 3 c 4 e 5 b 6 c
6 calls
7 has completed
8 plans

listening bank

A summer job

You are going to listen to a conversation between Dave and Monica, who are university students in the UK, discussing their summer holidays. Listen to the recording as many times as you need to and try to answer the questions. The recording is on the MultiROM at the back of this Student's Book.

- 1 Complete Dave's email to Monica about his experiences in Spain with the correct word from the list below.

Australia Barcelona August taxi Jordi
Trixi forty money French couple

Dear Monica,

I have just got back from Spain. I had a great time. I went to
1 _____ for the summer. I went to see a friend called
2 _____ who invited me to spend a 3 _____ of
weeks there. I wanted to stay all the summer so I decided to
get a job because I didn't have enough 4 _____. I
found a job with a company called 5 _____. I drove a
special 6 _____ which was really a bicycle designed
for two passengers. Every day I rode about 7 _____
kilometres. I liked the job a lot. I now speak Spanish and
8 _____ much better. I stayed there until the end of
9 _____. I made friends with a lot of people including
a girl called Jessica from 10 _____.

See you soon

Dave

- 3 Put the questions from the dialogue in the correct order. Then listen again to check your answers.

- 1 did / have / summer / a / good / you?
- 2 have / been / what / you / doing / so?
- 3 by / what / mean / you / riding / do / taxi / a?
- 4 so / you / have / what / to / been / up?
- 5 Erasmus / he / here / come / didn't / with?
- 6 are / going / taxis / to / me / tell / when / the / you / about?

- 4 Match the phrases (1-7) with the definitions (a-g).

- 1 You look really fit!
 - 2 I'm coming to that!
 - 3 a cycle path
 - 4 the sightseeing areas in the centre
 - 5 I earned enough to live on.
 - 6 tips from the tourists
 - 7 I got on really well with them.
- a a special road only for people on bicycles
b popular places of interest for tourists
c money you give a waiter, taxi driver, etc.
d We were good friends.
e You have a good, healthy appearance.
f I will explain in a minute.
g sufficient money for your needs

- 2 Mark the sentences true (T) or false (F).

- 1 Jordi helped Dave to get the job with Trixi.

- 2 Jordi is a student like Dave. _____
- 3 Dave's first job was in a bar. _____
- 4 The taxi uses an electric motor all the time.

- 5 Dave stayed in Jordi's house all summer.

- 6 Dave thinks he rode about 1,500
kilometres. _____

Answer key

- 1 1 Barcelona 2 Jordi 3 couple 4 money 5 Trixi 6 taxi 7 forty 8 French 9 August 10 Australia
- 2 1 F Dave got the job by himself. 2 T 3 F His first and only job was with the taxi company.
- 3 1 Did you have a good summer? 2 So what have you been doing? 3 What do you mean by riding a taxi? 4 So what have you been up to? 5 Didn't he come here with Erasmus? 6 When are you going to tell me about the taxis?
- 4 1 F The motor is used only when starting the vehicle. 2 He stayed with Jordi at the hostel for the rest of the summer. 3 I earned enough to live on.

listening bank

Flying high

You are going to listen to an interview with Ildikó Czigány, Hungary's first female captain, flying passengers for the national airline, Malév. Listen to the recording as many times as you need to and try to answer the questions. The recording is on the MultiROM at the back of this Student's Book.



1 Listen and put the events below in chronological order.

- _____ becoming a captain
- _____ learning to fly
- _____ studying music
- _____ studying Forestry and Wildlife
- _____ working in TV

2 Listen again and circle the best answer.

- 1 What has Ildikó Czigány done?
 - a become a professional pilot
 - b become an amateur pilot
 - c become a fighter pilot
- 2 What did she study after school?
 - a veterinary science
 - b music
 - c TV production
- 3 Why did Ildikó Czigány like her job in TV?
 - a She worked the same hours every day.
 - b She worked abroad, not in Budapest.
 - c She travelled a lot and used her languages.

- 4 Why did she give up her job in TV?
 - a The journeys from work to the flying club were too much for her.
 - b She didn't like it.
 - c She decided to become a waitress.
- 5 It was good to be an air hostess because
 - a she had a lot of contact with the pilots.
 - b she used the radio telephone system.
 - c she liked working with the passengers.
- 6 Ildikó Czigány started flying when
 - a she tried flying back from Paris.
 - b a pilot told her about a club near Budapest.
 - c a Russian showed her how to fly.
- 7 It was difficult to learn to fly because
 - a it was difficult to travel in Hungary then.
 - b she was too young.
 - c she was female.
- 8 How long did it take her to become a passenger plane pilot?
 - a four years
 - b five years
 - c nine years
- 9 What does a captain do that a first officer does not?
 - a The captain flies the plane.
 - b The captain gives all the instructions.
 - c The captain is responsible for all the decisions that are made.
- 10 She does not fly bigger planes now because
 - a she does not like long flights.
 - b she has a lot of pets at home.
 - c the smaller planes are easier.

Glossary

cockpit where a plane's pilot sits

glide to fly without using power, only the wind



listening bank

Low-cost airlines

You are going to listen to a radio programme about low-cost air travel. Listen to the recording as many times as you need to and try to answer the questions. The recording is on the MultiROM at the back of this Student's Book.



1 Mark the sentences true (T) or false (F).

- 1 Low-cost airlines only fly to capital cities. _____
- 2 The Internet helps these companies to reduce their costs. _____
- 3 Tom always goes to Spain alone. _____
- 4 Margaret went to Amsterdam to see a football match. _____
- 5 She paid £67 for her return ticket to Amsterdam. _____

2 What do these numbers refer to? Listen to the recording again to check your answers.

- 1 1992 _____
- 2 17p _____
- 3 £40 _____
- 4 nearly £3 _____

3 Harriet explains how low-cost airlines can offer low prices. Tick (✓) which of the following reasons she mentions.

- 1 Their clients use the Internet to do everything. _____
- 2 They do not have many offices. _____
- 3 People have to reserve their tickets a long time before they fly. _____
- 4 They do not use expensive airports. _____
- 5 They only operate on popular routes. _____
- 6 They pay lower salaries to their staff. _____

4 Margaret did not enjoy her flight to Amsterdam. Put her sentences in the correct order 1-8. Listen to this part of the recording again to check your answers.

- a _____ All my friends told me that I should fly with one of these low-cost companies.
- b _____ I booked my tickets for a weekend trip to Amsterdam.
- c _____ I prefer to pay a little more but to have better service.
- d _____ The final price came to sixty-seven pounds.
- e _____ The plane was full of all these football supporters.
- f _____ Then I had to pay nearly three pounds for a cup of tea and a biscuit!
- g _____ We were delayed by nearly two hours.
- h _____ When I got to the airport there was a long queue of people waiting for the flight.

Answer key

1 1 They fly to European cities such as Murcia and Liverpool.
2 T
3 F He takes the family at Christmas and Easter.
4 F She went for a short holiday.
5 T

1 1992 the year when low-cost airlines started
2 17p the cost of a single ticket from London to Amsterdam
3 £40 the cost of a return ticket from Liverpool to Murcia, Spain
4 nearly £3 the price Margaret paid for a cup of tea and a biscuit

1, 2, 4, and 5
The correct order is a, b, d, h, g, e, f, c

listening bank

Wind power

You are going to listen to an interview with an expert on wind power. Listen to the recording as many times as you need to and try to answer the questions. The recording is on the MultiROM at the back of this Student's Book.

Glossary

climate the type of weather a place has

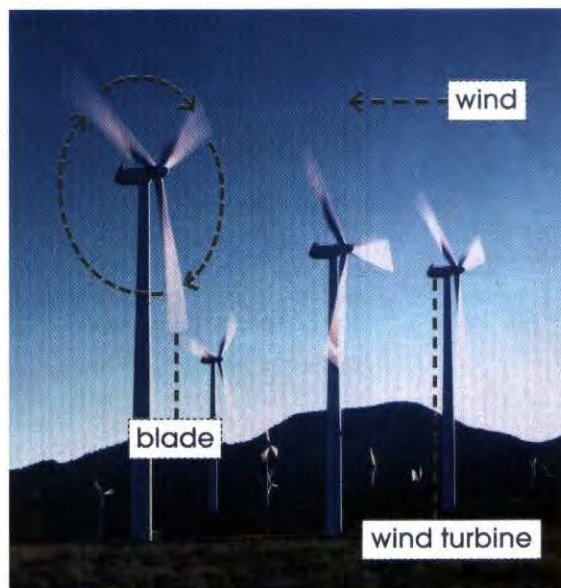
hectare a unit for measuring an area of land = 10,000 square metres

1 Match the words (1-10) with the definitions (a-j).

- 1 energy
 - 2 ideal
 - 3 oil
 - 4 planning permission
 - 5 self-sufficient
 - 6 solar
 - 7 renewable
 - 8 to store
 - 9 wind
 - 10 growth rate
- a able to provide for yourself everything you need, without help from other people
 - b relating to the sun, or coming from the sun
 - c how quickly something increases
 - d something which can be used again
 - e electricity and other forms of power used to make things work
 - f to keep in a particular place
 - g a thick dark smooth liquid used for making petrol and other fuels
 - h air moved by natural forces
 - i of the best type, perfect
 - j the right to build something, given to you by someone in authority

2 Mark the sentences true (T) or false (F).

- 1 Wind energy was popular in the 1980s, because people did not want to depend on other sources of energy.
- 2 The new windmills provide energy that is used at a later date.
- 3 Other supplies of energy are limited, so wind power is an important alternative.
- 4 A wind turbine has four blades.
- 5 Large wind turbines can have a rotor diameter of up to ninety metres.
- 6 If there is enough wind, then the windmill can serve a family for about three years.
- 7 The best place to build windmills is on very hilly ground, inland.
- 8 The public complain about windmills harming their animals, and destroying their land.
- 9 The RSPB are totally in agreement with windmills.
- 10 Europe has not reached the 2010 targets yet.



Answer key

- 1 T
- 2 F
- 3 T
- 4 F
- 5 T
- 6 F
- 7 T
- 8 F
- 9 T
- 10 F

- 1 The best place to build windmills is along the coast or on higher ground.
- 2 F They complain that the windmills are noisy. Others say that they interfere with mobile phone connections.
- 3 F The RSPB very often say 'no' to a wind farm proposal if it is planned for a route which is used by birds.

10 F Europe reached the 2010 targets in 2005.